ED 465 009   AA 001 347

Resources in Education (RIE). Volume 37, Number 12.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 02
NOTE- The print version of "Resources in Education" ceased publication with Volume 36, Number 12, December 2001. RIE data will continue to be produced and will be available in electronic format.
LANGUAGE- English
EDRS Price- MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131),Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

"Resources in Education" (RIE), the document portion of the ERIC database, announces (catalogs, indexes, abstracts) documents of interest to the educational community, including researchers, teachers, students, school board members, school administrators, counselors, parents, etc. It provides for electronic searching by Subject, Personal Author, Institution, Publication Type, ERIC Clearinghouse Number, Geographic Source, Target Audience, and other data fields. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC database. The COM edition contains all five of the indexes formerly available in the printed edition. The first accession in each issue of RIE data is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (AB)

ED 465 010   CE 081 720

Perceptions: Understanding and Responding to What People Think about Service-Learning.
PUB DATE- 99
NOTE- 25p.; Publication of the Learning in Deed: Making a Difference through Service-Learning initiative.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Communication (Thought Transfer); Community Attitudes; Elementary Secondary Education; *Outcomes of Education; *Parent Participation; Persuasive Discourse; *Program Attitudes; Public Opinion; Resistance (Psychology); School Community Programs; School Community Relationship; Secondary Education; *Service Learning; Student Attitudes; *Teacher Attitudes; *Teacher Participation

Most people see a tactical barrier to implementing service learning (SL), which is how to create the infrastructure that makes SL possible without placing undue burden on schools, people, and teachers. Teachers must be shown how SL can be seamlessly incorporated into their teaching. The media are not especially concerned with SL, but coverage is generally positive. The following are misperceptions about SL: SL and mandatory service are the same; SL activities benefit only the

Canada, Ottawa (Ontario).
PUB DATE- 01
NOTE- 121p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Active Learning; Adult Education; *Adult Learning; Associative Learning; Aural Learning; Bibliographies; Computer Uses in Education; Cooperative Learning; Discovery Learning; Discrimination Learning; *Education Work Relationship; Educational Research; Ethnography; Experiential Learning; Incidental Learning; Independent Study; Indigenous Populations; Industrial Education; *Informal Education; Intentional Learning; *Labor Education; Learning Theories; Lifelong Learning; Mastery Learning; Multisensory Learning; *Nonformal Education; Nonverbal Learning; Observational Learning; *Prior Learning; Resistance (Psychology); Rote Learning; Second Language Learning; Sequential Learning; Serial Learning; *Work Based Learning
IDENTIFIERS- *Work Based Learning

This bibliography with 1,273 entries is an updated supplement to the preliminary 1997 bibliography on informal adult learning. It is a useful resource guide for those interested in publications (e.g. academic papers, government reports, grassroots publications) aimed at furthering understanding of how learning and teaching takes place in different settings (specifically, informal and non-formal environments). The guide also lists resources that address how the different ways that learning and teaching exist in various learning environments can be valued and supported. Introductory materials include bibliography sources and search terms. Entries are grouped into these seven categories: (1) general (overviews, definitions and conceptual distinctions, theories of learning, conceptual factors/histories, research methods and standpoint of researchers); (2) surveys/ethnographies; (3) learning power and action in resisting communities; transitions between learning and work (youth, higher education, seniors, learning and work mismatches); (4) learning in the workplace (general; corporations, management, professionals; workers; other work sites); (5) union-based learning; (6) informal learning and technology; and (7) prior learning assessment and recognition. (YLB)

ED 465 028 CE 083 249

School-to-Careers Company of the Year: 2000 Award Winners.
SPONS. AGENCY- National Alliance of Business, Inc., Washington, DC.
PUB DATE- 00
NOTE- 14p.; Supported by the business community and the National School-to-Work Office, a joint initiative of the U.S. Departments of Education and Labor.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Awards; Career Awareness; Career Education; Career Exploration; Colleges; *Computer Networks; Computer Science; *Education Work Relationship; Elementary Secondary Education; Geography; Higher Education; Information Systems; Recognition (Achievement); *School Business Relationship; *Technology Education; *Work Experience Programs

This booklet profiles the four School-to-Careers Company of the Year Award winners judged to be demonstrating clearly the value deregulation or growing imports have weakened wage structures; and a discussion and the complete results of the layoff questions. (Contains 222 references and 54 tables/figures.) (MN)

ED 465 044 CE 083 277

Long, Michael
What Is Happening to Training? What the ABS Training Surveys Tell Us. Working Paper.
SPONS. AGENCY- Australian National Training Authority, Melbourne.
PUB DATE- 02
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Learning; Data Analysis; Definitions; *Education Work Relationship; *Educational Finance; *Educational Supply; *Educational Trends; Employee Attitudes; Employer Attitudes; Foreign Countries; Job Training; National Surveys; *Off the Job Training; Postsecondary Education; Research Problems; School Business Relationship; Training Allowances; Training Methods; Trend Analysis
IDENTIFIERS- Australia; *Contract Training

The extent of employer-supported education and training in Australia was examined by analyzing data from the Training Expenditure Surveys (TES), which gathered information from firms, and the Surveys of Education and Training Experience (SETE), which gathered information from workers. The TES showed an approximately 10% decline in the hours of external training provided by employers from 1993 to 1996, whereas the SETE showed a more than 80% increase in the hours of employer-supported external training received by workers over a similar period. The different results yielded by the two surveys were attributed to the different definitions of external training in the two surveys and the different behavior of the components of external education and training. The SETE showed a substantial expansion of external training but a decline in the level of employer support for education. However, because the apparent expansion in external training has occurred through an increase in employer support for fees and materials rather than through provision of paid study leave, participation in employer-supported external training may well have increased while the hours of training for which employees are paid by employers has declined. Thus, the findings of TES and SETE do not negate one another. (MN)

ED 465 045 CE 083 278

Hansman, Catherine A., Ed.
Critical Perspectives on Mentoring: Trends and Issues. Information Series.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 02
NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Adult Development; *Adult Learning; Colleges; Cultural Differences; Definitions; Educational Environment; Educational History; Educational Practices; Educational Research; Educational Technology; *Educational Trends; Ethnic

and Development Project. Sponsored by the Connexions West of England and the Bristol and South Gloucestershire Learning Partnership.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Adolescents; Developed Nations; *Education Work Relationship; Educational Research; Employer Attitudes; Foreign Countries; *Full Time Students; *Part Time Employment; Postsecondary Education; Student Attitudes; *Student Employment; Teacher Attitudes

A study examined the role and significance of part-time (PT) work for 16-19-year-olds in advanced level, full-time education (FT) in South Gloucestershire in the context of the Curriculum 2000 advanced level qualification reforms. Data were from 466 completed student questionnaires, 6 in-depth face-to-face interviews with major local employers of 16-19-year-olds; telephone interviews with teachers responsible for the advanced level curriculum; group interviews with 42 students in their first year of advanced level courses. Findings indicated the proportion of FT students in PT work in 2001 was greater than in 1999; the proportion of FT students working over 10 hours per week in term-time in 2001 was greater; 78 percent of Year 12 and 91 percent of Year 13 FT students were involved in paid employment during term-time; most PT students were employed on the weekend and/or one evening during the week; the majority of students who work PT felt they derived benefits from their jobs; most felt able to balance studies and work; the majority did not feel their school/college helped them manage the balance between paid work and study; employers were keen to employ students and appeared sympathetic to ensuring students balanced commitments to work and study; and teachers were concerned about achievement levels and strategies to balance learning and earning. (The questionnaire and additional data are appended.) (YLB)

ED 465 062   CE 083 305

Reissner, Stefanie C.
Narrative, Organisational Change, Development and Learning.
PUB DATE- 02
NOTE- 10p.; Paper presented at the Annual European Society for Research on the Education of Adults Life-History and Biographical Research Network Conference (7th, Geneva, Switzerland, March 7-10, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-Art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Learning; Case Studies; *Change Strategies; Concept Formation; Constructivism (Learning); Developed Nations; Foreign Countries; Literature Reviews; *Narration; *Organizational Change; Organizational Climate; Organizational Communication; *Organizational Development; Personal Narratives; *Story Telling
IDENTIFIERS- Organizational Culture; *Organizational Learning; Sense Making Approach; United Kingdom

This theoretical paper explores the nature of narrative by examining its key characteristics as a communication tool and an independent mode of thought in the form of a literature

Development; Reflective Teaching; Self Evaluation (Individuals); Test Use

This publication identifies a set of recognized skills and knowledge areas possessed by effective professional development (PD) coordinators. It is designed to enable PD staff and their supervisors to think reflectively about their PD system, to identify how the system builds on the strengths of the coordinator and the PD staff, to identify where there is room for improvement in the coordination and delivery of services, and to plan and implement strategies that enhance the overall quality of their program's PD activities. A brief overview of the competency development process is followed by a description of the overall organization of the competencies into these five categories, listed in the order in which the competencies and performance indicators appear: knowledge of adult education, PD leadership, design and delivery of PD, monitoring and reporting of PD activities, and community collaboration. Suggestions are made to use the competencies to improve PD at state, local, and PD coordinator levels. Appendixes include the Professional Development Coordinator Competencies and sample section of a Professional Development Coordinator Self-Assessment Instrument that uses four-point Likert scales to rate relevance to program, self-assessment, and existence of a goal for the year. (YLB)

ED 465 079   CE 083 336

Tolbert, Michelle
Professional Development for Adult Education Instructors. State Policy Update.
PUB DATE- 01
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Education; *Adult Educators; Educational Finance; *Faculty Development; Federal Programs; *Financial Support; Inservice Education; Program Design; Program Effectiveness; Program Improvement; *State Programs; State Surveys; Statewide Planning; Teacher Education
IDENTIFIERS- Administrator Competencies; National Center for Adult Learning and Literacy; National Center for ESL Literacy Education; National Institute for Literacy

This State Policy Update provides background on professional development (PD) in adult education. Section 2 describes survey methods used to document how states funded and designed their PD systems. Section 3 reviews data collected by the survey of state PD systems, highlighting PD activities in Kentucky, New York, Oregon, and Tennessee. It describes these nine characteristics researchers have identified to constitute a comprehensive PD system and other characteristics recorded by the survey and interviews with individual states: (1) PD providers and delivery formats; (2) PD agenda influences and contributors; (3) instructor experience and preservice training; (4) certification process for instructors; (5) instructor competencies; (6) additional incentives to promote instructors in PD; (7) evaluation of effectiveness of PD, PD challenges; (8) PD needs; and (9) accomplishments in PD. Section 4 describes these five current and upcoming federally-funded PD initiatives and research projects: (1) National Center for the Study of Adult Learning and Literacy; (2) PRO-NET; (3) PD Kit; (4) National Center for English as a Second Language Literacy Education; and (5) National Institute for recognition; potential models for more comprehensive training and recognition; and a national communication infrastructure for WEPs. Most participants considered the forum a valuable chance to network and review the current state of workplace education. Although no decisive steps were taken, a general consensus emerged on several points. (The following items are among those appended: a list of 17 introductory readings; summaries of selected brainstorming sessions; selected definitions of workplace education; a glossary; definitions of workplace educator roles; differences and similarities between competencies of trainers and WEPs; a list of 17 ways of developing competencies; descriptions of 4 practitioner development models; a list of 6 next steps in WEP development; a list of forum participants; and selected comments from the forum evaluation questionnaire. English and French translations of all materials are included.) (MN)

ED 465 096   CE 083 381

Zandniapour, Lily; Conway, Maureen
Gaining Ground: The Labor Market Progress of Sectoral Employment Development Programs. SEDLP Research Report.
SPONS. AGENCY- Mott (C.S.) Foundation, Flint, MI.; Ford Foundation, New York, NY.; Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 02
NOTE- 66p.; Publication of the Economic Opportunities Program. Part of the Sectoral Employment Development Learning Project.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Employment Patterns; Employment Programs; *Industrial Training; *Job Satisfaction; *Labor Force Development; Longitudinal Studies; Low Income Groups; Promotion (Occupational); Underemployment; Unemployment; *Wages; *Welfare Recipients; Welfare Reform; Welfare Services; Working Hours
IDENTIFIERS- Temporary Assistance for Needy Families; *Work Based Learning

The Sectoral Employment Development Learning Project conducted a longitudinal survey of participants of industry-based workforce development programs about two years after completing training. Outcomes for unemployed and underemployed workers--77 percent of the sample--indicated increased hours worked and increased earnings per hour produced steady and striking improvements in annual earnings; participants reported working more hours; and an overwhelming majority of employed participants were satisfied with jobs held and reported significant improvements in the availability of benefits through employment. Outcomes for welfare recipients were increased hours worked and increased earnings per hour; decreased proportion on welfare; decreased dollar amount of benefits; and dramatically improved job quality. Employment status showed the percentage who reported working for some portion of the year remained high; participants continued to increase number of hours worked during the week and number of weeks worked during the year; year-round work was more prevalent; job satisfaction remained high; employee benefits packages remained much improved; participants reported high levels of job satisfaction; and a significant majority felt their future jobs, employment, or career prospects were better because of their experiences with sector training programs. A technical note compares respondent characteristics over the survey period. (Contains 21 tables and 18 figures.) (YLB)

Technology Design/Build Cluster Standards Development Committee; and workplace skills standards. (KC)

ED 465 113 CE 083 451

Illinois Occupational Skill Standards: Information Technology Operate Cluster.
SPONS. AGENCY- Illinois State Board of Education, Springfield.
PUB DATE- 02
NOTE- 66p.; Product developer was Earl Godt. For other Illinois Occupational Skill Standards, see ED 443 016-034, ED 448 350-355, ED 454 375-377, CE 082 881-884, CE 083 298-300 and CE 083 450.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Competence; *Competency Based Education; Computers; Data Processing Occupations; Databases; Glossaries; *Information Technology; *Job Skills; Occupational Clusters; Performance Based Assessment; Postsecondary Education; *State Standards; *Technical Occupations; Technology Education
IDENTIFIERS- Computer Maintenance; *Computer Occupations; Customer Services; Data Administration; *Illinois; Technology Support

This document contains Illinois Occupational Skill Standards for occupations in the Information Technology Operate Cluster (help desk support, computer maintenance and technical support technician, systems operator, application and computer support specialist, systems administrator, network administrator, and database administrator). The skill standards define what an individual should know and the expected level of performance required in an occupational setting. The standards focus on the most critical work performances for an occupation or occupational area. Each skill standard contains the following components: performance area, performance skill, skill standard, performance elements, and performance assessment criteria. Following an introduction that explains the standards and their components and includes a performance skill-level matrix, the document contains skill standards for the following areas: (1) monitoring; (2) administration; (3) change management; (4) operations; (5) maintenance; (6) task management; and (7) troubleshooting. Six appendixes include glossaries of information technology operation terms and occupational skill standards terms; lists of members of the Illinois Occupational Skill Standards and Credentialing Council, the Communications Subcouncil, and the Information Technology Operate Cluster Standards Development Committee; and workplace skills standards. (KC)

ED 465 114 CE 083 469

Smith, Andrew; Oczkowski, Eddie; Noble, Charles; Macklin, Robert
New Management Practices and Enterprise Training.
SPONS. AGENCY- Australian National Training Authority, Melbourne.
PUB DATE- 02
NOTE- 109p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Contract Training; Definitions; Delivery Systems; Educational Demand; Educational Needs; Foreign Countries; Human Resources; Influences; *Job Training; Labor Force Development; National Surveys; Organization Size (Groups); Organizational

reported that the life-planning subscale was the least important area of need and scored self-management as the top priority need for the students they taught. Additionally, identified areas of need increased across the school levels, with primary students reporting the strongest and greatest number of need areas. The results suggest that comprehensive school programs should start at an early age and continue throughout a child's education. (Contains 13 references and 2 tables.) (GCP)

ED 465 131   CG 031 762

Warner, Juliet L.
Children's Attitudes toward Race and Gender.
PUB DATE- 01
NOTE- 61p.; Master of Arts Thesis, University of Cincinnati.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Childhood Attitudes; Elementary Education; *Friendship; *Peer Relationship; Psychometrics; *Racial Bias; *Sex Bias; Social Development; Test Validity

An implicit assumption in the majority of literature looking at development of prejudice in children is that race prejudice and sex prejudice are equivalent across groups; that is, sex bias is not conditional on race, and likewise race bias is not conditional on sex bias of the child. However, Warner, Fishbein, Ritchey and Case (2001) found strong three-way race-sex/rater-target interactions when comparing children's same race-same sex group perceptions with their perceptions of the other three race-sex groups, as measured by their instrument, the Scale of Children's Attitudes toward Race and Gender-I (SCATRG-I). The goals for the current study were as follows: to develop from the SCATRG-I a more psychometrically sound instrument; to compare race-sex groups same race-same sex group perceptions with their perceptions of out-groups; and to assess the validity of the SCATRG-II. To achieve the latter goal, the SCATRG-II was qualitatively compared to the Three Best Friends peer nomination technique. The SCATRG-II showed strong psychometric properties. The children again showed consistent same race-same sex group preferences and anti- other race-other sex group biases. While the pattern was not perfectly consistent, the Three Best Friends analyses showed the children to choose same race-same sex children as best friends most often. Two appendixes contain items form the SCATRG-I and II. (Contains 55 references, 6 tables, and 3 figures.) (GCP)

ED 465 132   CG 031 763

Howatt, William A.
Creating Wellness at Home and in School. Fastback.
PUB DATE- 01
NOTE- 44p.; Sponsored by the Ball State University Chapter of Phi Delta Kappa International.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; *Stress Management; *Teacher Burnout; *Teacher Effectiveness; *Teaching Conditions; *Wellness

Fredericks, Jeff, Ed.
Child Mental Health.
PUB DATE- 02
NOTE- 58p.; Theme issue. Published six times per year. Prepared under contract with Pal-Tech (Planning and Learning Technologies), Inc.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Caregiver Child Relationship; Child Development; *Child Development Centers; *Emotional Development; Individual Needs; Infants; *Mental Health; Parent Child Relationship; Preschool Children; Preschool Curriculum; Preschool Education; *Well Being
IDENTIFIERS- *Project Head Start

Children's school experience is more positive and productive when they have a sense of personal well being and when they are grounded in stable caring relationships in their early lives. Developed for Head Start staff, administrators and program supervisors, this issue includes features, resources and articles. Some of the most current interventions and concerns impacting child mental health including the quality of relationships in centers, the ways curriculum supports emotional connections, and the honest acknowledgement of strengths and challenges are described. Sections in the issue include: A Welcome to Windy Hill; Daily Separations and Reunions; Stress and the Developing Brain; and the Effects of Violence on Mental Health. Issue Pull-Out in English and Spanish entitled, Helping Children and Adults Cope with Trauma in the Community = Como Ayudar a los Ninos y a los Adultos a Enfrentar Sucesos Traumatizantes en la Comunidad, is also included. (GCP)

ED 465 155 CG 031 795

Miller, Lynn D., Ed.
Integrating School and Family Counseling: Practical Solutions. The Family Psychology and Counseling Series.
PUB DATE- 02
NOTE- 156p.; Series editor, Jon Carlson. Developed collaboratively with the International Association of Marriage and Family Counselors.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Academic Achievement; Counseling Techniques; Elementary Secondary Education; *Family Counseling; *Family Relationship; *Family School Relationship; *School Counseling; *School Counselors; Theory Practice Relationship

This book offers practical suggestions for school counselors to begin integrating family counseling methods into their practice, while providing a rationale and the research support for working with families from a school base. It also provides specific techniques for using solution-focused tools, conducting family therapy with children, working with parents and teachers, and working with individuals from a family perspective. Discussions are included on family dynamics and achievement, fostering academic success, working with families who refuse to come to counseling at school, and which school-based interventions are supported empirically. Chapters include: (1) Overview of Family Systems Counseling in a School Setting (Lynn D. Miller); (2) Working with Families: A Rationale for School Counseling Programs (William G. Nicoll); (3) Creating Solution-Focused Families: Tools for School

DESCRIPTORS- *Elections; Higher Education; Instructional Innovation; Political Science; *Presidential Campaigns (United States); Speech Communication; *Student Participation; *Team Teaching
IDENTIFIERS- *Capstone Programs; Course Development; *Political Communication; Westminster College MO

The closeness of the 2000 presidential election clearly demonstrated that the country was divided philosophically and politically. The authors of this paper, a speech communication professor and a political science professor at Westminster College in Missouri, capitalized on that division based upon their diametrically opposed political views by collaborating to team teach a course in political communication. The paper touches upon a unique approach in teaching such a course and focuses on the capstone assignment--an on-campus presidential campaign leading up to the November election. It explains the campaign assignment, discusses how students were prepared, reviews media use for dissemination of messages, and evaluates the project. The paper also offers some general thoughts on team teaching and gives an overview of the political communication class, where the educators' goals for their students included development of skills and competencies in campaign development, persuasion tactics, audience analysis, and public relations. (NKA)

ED 465 175 CS 510 999

Low, Marylin
Making Episodes, Making Connections: A Reading Comprehension Assessment Tool. The REL's Pacific CHILD Project, Year One Product.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 39p.; Additional contributors are Lee Noto and Monica Mann. Some pictures may not produce adequately.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Beginning Reading; Diversity (Student); Educational Improvement; Emergent Literacy; *Evaluation Methods; Oral Language; Primary Education; *Reading Comprehension; *Reading Processes; Research Projects
IDENTIFIERS- Pacific Region Educational Laboratory; Prereading Skills; Story Telling by Children

The reading comprehension assessment tool is a product developed for the Regional Educational Laboratory's (REL) initiative, Pacific Communities with High performance In Literacy Development, herein named the Pacific CHILD. This research project is focused on school improvement, especially as it relates to the teaching and learning of early reading at intensive school sites, also known as Co-Development Partner (CDP) schools, in the Pacific region. The assessment tool targets a reading comprehension strategy referred to as story structure. Intended for use with pre-readers/early readers, this "wordless" assessment tool is designed to purposefully elicit oral language evidence of the learner's ability to create story episodes and make connections between episodes. It is wordless, partially to address the needs of numerous pre-readers entering CDP schools and partially to address the varying language(s) of instruction across CDP sites. The task requires the learner to tell a story based on the visual prompts provided. The Pacific CHILD is designed to respond to negotiating contracts in line with the needs and values of schools. The GAO identified four types of commercial activities in schools: product sales, direct advertising, indirect advertising, and market research. Ethical concerns include children being forced to view advertising in the classroom, marketing of unhealthful food and drinks, and invasion of student privacy, some or all of this done without informed parental consent. Some Internet policy recommendations are that children under age 13 should not provide personal information, that teachers should analyze sites for appropriateness before letting students use them for research, and that they should guide Internet research to limit students' exposure to banner advertising. Strategies for cultivating sponsorship arrangements include setting educational goals and a timeline for the sponsorship, and frequently assessing sponsorship activities. (RT)

ED 465 195   EA 031 674

Sharpe, Davida; Johnson, Eliner
Managing Conflict with Your Boss. For the Practicing Manager. An Ideas into Action Guidebook.
PUB DATE- 02
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Conflict; *Conflict Resolution; Evaluation; Interpersonal Competence; Interpersonal Relationship; Interprofessional Relationship; Perspective Taking

Conflict ranges from minor squabbles to dysfunctional relationships to all-out war. At its core, conflict is disharmony, dissension, division, and discord between people, interests, or ideas. Managing conflict is important in many environments and is the key topic of this guidebook. Examples and steps are presented that allow employees and managers to air feelings, improve decision-making, expose key issues, create open environments, and stimulate creativity and innovation. A personal view-of-conflict worksheet, performance-expectation worksheet, and boss-expectation worksheet are provided to help in clarifying one's perspective on a situation. A seven-step process is described that can help managers and executives become more strategic about managing conflict: build personal awareness, clarify one's conflict view, understand the perspectives of others, brainstorm solutions, create an action plan, implement the action plan, and evaluate the action plan. Although it is impossible to avoid conflict, given human nature and the pressures of organizational life, it can be managed so that a workplace can be created that is rewarding and invigorating. (RT)

ED 465 196   EA 031 675

Berends, Mark; Bodilly, Susan J.; Kirby, Sheila Nataraj
Facing the Challenges of Whole-School Reform. New American Schools after a Decade.
SPONS. AGENCY- Ford Foundation, New York, NY.; New American Schools Development Corp.
PUB DATE- 02
NOTE- 261p.; Also supported by the Atlantic Philanthropic Service Company.

IDENTIFIERS- *Argentina

The importance of private schools in Argentina is in contrast with the little attention they have been given in research on the country's education system. This paper has two aims: (1) to provide a brief summary of the outstanding milestones of educational privatization in Argentina; and (2) to review some of the most significant features of the demand and supply of private education. First, a quantitative description of the private-education sector and the relevant policies over the last 50 years is given. Second, the two issues that concern the state and private schools at a local level--public funding of private establishments and the functional regulations--are analyzed. Finally, the private-education sector is analyzed using the four criteria of freedom of choice, efficiency, equity, and social cohesion. This study shows that after a little more than half a century since its initiation, the state subsidy system for the private-education sector seems to have proved quite effective in terms of the growing participation of private schools in supplying education. Challenges still exist for the state and local private educational sector to resolve in achieving equal educational access, and equity and efficiency in resource allocation. (Contains 11 references, 4 tables, and 1 figure.) (RT)

ED 465 216 EA 031 697

Wilmore, Elaine L.
Principal Leadership: Applying the New Joint ISLLC-NCATE Standards.
PUB DATE- 01
NOTE- 10p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (15th, Cincinnati, OH, November 2-4, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Education; Elementary Secondary Education; Higher Education; *Leadership; *Leadership Training; Management Development; *Principals; Program Descriptions; Supervisory Training

The preparation, selection, and placement of effective candidates for the school principalship challenge educator programs and school districts alike. This article describes a principal preparation program that fosters collaboration between school districts and The University of Texas at Arlington (UTA) to create a structure for producing outstanding school administrators. Seven joint standards developed by the National Council for Accreditation of Teacher Education (NCATE) and the Interstate School Leadership Licensure Consortium (ISLLC) for the program are described. Through 12 months of collaboration, grow-your-own selection, and field-based action and reflection, Educational Leadership UTA is showing that the program greatly increases the likelihood of preparing highly effective and competent administrator candidates. There is an added dimension that Educational Leadership UTA brings with it, especially since school districts are in dire need of top principal candidates "of color." This rigorous preparation program assists school districts in the successful recruitment, development, and placement of principals who can preside equitably at schools with significant populations of minority students. (Contains 18 references.) (Author/RT)

This brief booklet lists communication strategies identified at a 1999 national parent workshop by over 100 parents and family members of children with deaf-blindness called "Important Practices in Communication: Making It Happen at Home and in the Community." The booklet addresses four questions: (1) How can we facilitate and promote a child's individualized mode of communication? (2) How can we increase the number of people who can effectively communicate with our children? (3) How can we encourage others to respect our children and feel more comfortable interacting with them? and (4) How can parents support and promote communication when personal time and energy are limited? For each of these questions, strategies for the home and community are offered separately. Examples of the suggestions include: (1) Encourage every family member to take responsibility for including and communicating with the child; (2) Network with the deaf community; (3) Model interactions with your child while in the community; (4) Expand the number of children you encourage to interact with your child; (5) Check senior programs, big brother/sister programs for possible communication partners; (7) Whenever possible, redirect family and friends to communicate directly with the child; (8) Promote awareness programs in the community; and (9) Pay attention to your child's mental and emotional health needs. (DB)

ED 465 237 EC 308 993

Gleason, Deborah
Primeras interacciones con ninos sordo-ciegos. Hoja informativa (Early Interactions with Children Who Are Deaf-Blind. Fact Sheet).
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 97
NOTE- 10p.; Edited by Ann Warren Smith. For English version, see ED 412 698.
LANGUAGE- Spanish
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Children; *Cues; *Deaf Blind; *Interpersonal Communication; *Parent Child Relationship; *Parent Participation; *Sensory Training

This fact sheet presents numerous ways that parents can interact with their deaf-blind children. The challenges facing children with deaf-blindness are explained and compared to children without disabilities. Ways to recognize and then respond to children's actions are suggested and tips for developing good communication are presented, including using consistent daily routines, providing the child with cues so he or she can learn to anticipate what is going to happen, and giving the child opportunities to experience having control over his or her environment. Practical suggestions are provided for giving children consistent sensory cues, including: (1) establishing predictable routines with clear beginnings and endings; (2) giving choices; (3) remembering to offer pauses; (4) watching for cues; (5) inventing your own games; (6) taking advantage of "accidents"; (7) encouraging use of all sensory information; (8) adapting the environment; (9) helping the child interpret the limited sights and sounds that are available; (10) monitoring levels of stimulation; (11) providing opportunities to make choices; (12) using appropriate cues; and (13) helping the child interact with others. (Contains a list of 20 printed one disciplinary referral with at total of 180,912 referrals reported in the district. A small percentage of these referrals were either violent or policy type referrals. The majority of referrals (80 percent) were in the classroom behavior and campus/school rules categories. The number of referrals did not change over the 3-year period; however, fighting did decrease. In the second study titled "A Factor Analysis of Perceptions of Violence in Pinellas County Schools," 101 school counselors were surveyed on school safety and familiarity with SS/HSI program strategies. The majority of counselors (60%) perceived their school to be safe. Teasing and bullying were their major concerns. (CR)

ED 465 255   EC 309 011

Armstrong, Kathleen; Boroughs, Michael; Massey, Oliver T.; Perry, Angela; Sansosti, Frank J.; Uzzell, Doug
Symposium--The Safe Schools/Healthy Students Initiative: Methodologies and Results in Program-Based Evaluation.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 02
NOTE- 13p.; In: A System of Care for Children's Mental Health: Expanding the Research Base. Proceedings of the Annual Research Conference (14th, Tampa, FL, February 25-28, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Disorders; Child Rearing; Discipline; Discipline Policy; Elementary Secondary Education; *Emotional Disturbances; Family Counseling; Family Involvement; *Family Programs; High Risk Students; Intervention; Parent Child Relationship; *Parent Education; Prevention; Program Effectiveness; Program Evaluation; Research Methodology; School Districts; School Safety; Stress Management; Violence
IDENTIFIERS- *Pinellas County School System FL

This report highlights three of the programs funded through the Safe Schools/Healthy Students Initiative in Pinellas County, Florida. These programs are: (1) Think First, an anger management program for high school students; (2) Families and Schools Together (FAST), a parenting program for parents of at-risk elementary students; and (3) On-Campus Intervention Program (OCIP), an alternative to out of school suspension for high school students. Each of these programs targets students who are at risk for school failure, and provides support and skills training to help them become more successful learners. The On-Campus Intervention Program is described first and outcomes include reductions in school suspensions where the program is fully implemented, high levels of satisfaction among principals and assistant principals, generally favorable responses from teachers, and anecdotal responses from families indicating favorable results. The program Think First is then described. Preliminary results indicate positive findings, with students (n=159) learning skills that will enable them to more successfully deal with conflict through means other than fighting. Evaluation results from the FAST program indicate the program contributes to the development of favorable improvements in families and children and that parents (n=77) were very pleased with the program. (CR)

ED 465 256   EF 006 094

Overall, results indicated that discourse topics affected second language learners' conversational participation. Willingness to participate in a conversation depended upon familiarity with the topic. (Contains 18 tables and 26 references.) (SM)

ED 465 276 FL 027 296

Leow, Ronald P., Ed.; Sanz, Cristina, Ed.
Spanish Applied Linguistics at the Turn of the Millennium. Papers from the Conference on the L1 & L2 Acquisition of Spanish and Portuguese (Washington, DC, October 8-10, 1999).
PUB DATE- 00
NOTE- 234p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Applied Linguistics; Bilingualism; Code Switching (Language); Elementary Secondary Education; Higher Education; Language Minorities; Language Skill Attrition; Morphology (Languages); Phonology; Reading Comprehension; Reading Skills; Second Language Learning; *Spanish; Syntax; Writing Skills

This collection of conference papers begins with "Introduction" (Ronald P. Leow and Cristina Sanz), then presents five sections. Section 1, "Morphosyntax," includes "Preterit and Imperfect in Spanish: The Early Stages of Development" (Joaquim Camps); "The Relationship between Syntactic and Morphological Abilities in Advanced FL Learners of Spanish" (Joseph Collentine); "Verbal Morphology in Early Spanish" (Pilar Duran); "A New Approach to the Study of the SLA of Copula Choice" (Kimberly L. Geeslin); "N-Drop and Determiners in Native and Non-Native Spanish: More on the Role of Morphology in the Acquisition of Syntactic Knowledge" (Juana M. Liceras, Lourdes Diaz, and Caroline Mongeon); and "Causative Psych Verbs in Spanish L2 Acquisition" (Silvina Montrul). Section 2, "Reading," includes "Comprehending Subject-Object Relations While Processing Object Pronouns in Written Input" (James F. Lee) and "An Investigation into the Relationship between L2 Reading Anxiety and L2 Reading Comprehension, and Self-Reported Level of Comprehension, Topic Familiarity, Features of a L2 Text and Reading Ability in the L1 and L2" (Dolly Jesusita Young). Section 3, "Bilingualism," includes "Estructuras Subordinades en Ninos Monolingues y Bilingues Vasco-Espanoles" (Andoni Barreno) and "Code-Switching and Minority Language Attrition" (Almeida Jacqueline Toribio). Section 4, "Phonology," presents "Language Experience and the Perception of Stop Consonant Voicing in Spanish: The Case of Late English-Spanish Bilinguals" (Mary L. Zampini, Connie M. Clarke, and Kerry P. Green). Section 5, "Writing," presents "Narrative Competence in Spanish as L2 among College Students" (Arnulfo G. Ramirez). (SM)

ED 465 277 FL 027 297

Bonch-Bruevich, Xenia, Ed.; Crawford, William J., Ed.; Hellermann, John, Ed.; Higgins, Christina, Ed.; Nguyen, Hanh, Ed.
The Past, Present, and Future of Second Language Research: Selected Proceedings of the 2000 Second Language Research Forum (Madison, Wisconsin, September 7-10, 2000).
PUB DATE- 01
NOTE- 294p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.

PUB DATE- 02
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Bilingualism; *Cultural Differences; English; Foreign Countries; *Language Usage; *Maori; *Maori (People); Uncommonly Taught Languages
IDENTIFIERS- *Language Contact; *Pacific Islands Literature

Contemporary Pacific literature represents one of many bodies of new literatures written in English that have emerged from cultures of former colonies of European empires (contact literatures). They contain a blend of two or more linguistic contexts and a range of discourse devices and cultural assumptions distinct from the ones associated with native varieties of English. Two recent novels by Patricia Grace, "Cousins" (1992) and "Baby No-Eyes" (1998) exploit such linguistic adaptations of standard English as untranslated words in the indigenous language and Maori speech patterns. Grace creates innovative narrative voices and structures to tell her stories in ways that reflect Maori experiences and expectations. Grace's novels reveal a number of features of bilinguals' creativity. Close examination of some of these features and the effects they have on analyses of interpretations of the literature highlights the limitations of a European literacy theory in explicating and evaluating literature written by bilinguals in a bilingual society. By exploiting creative innovations in her use of English as well as innovations in traditional Eurocentric fiction's narrative voice and structure, Grace creates an expression of Maori life and values in language that is only obliquely related to the standard English of the colonizers. (Contains 30 references.) (SM)

ED 465 297 FL 027 349

Ametrano, Irene M[illegible]s; Calloway, Yvonne L.; Stickel, Sue A.
Multicultural Infusion in the Counselor Education Curriculum: A Preliminary Analysis.
PUB DATE- 02
NOTE- 17p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Sarasota, FL, February 27-March 2, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Consciousness Raising; *Counselor Training; *Counselors; *Cultural Awareness; Graduate Study; Higher Education; *Multicultural Education
IDENTIFIERS- *Multicultural Counseling

Counselor educators agree on the necessity of preparing counselors in training to work in a diverse society. Traditional training programs have no special accommodations and are characterized by unawareness of the impact of cultural factors in counseling. This paper describes how one university has been working activity to infuse multicultural counseling competencies throughout its program curriculum and analyzes how it uses a five-level pyramid model to incorporate multicultural counseling competencies into the required curricular experiences in a master's program. The base of the pyramid is grounded in training philosophy. In ascending order, the next four levels are learning objectives, instructional strategies, projections are made for public universities, public community colleges, and the Texas State Technical College System. An addendum to this report discusses Closing the Gaps in Participation, a description of the magnitude of increases that can be expected in the public sectors of higher education if the strategies outlined in the Texas higher education plan developed by the Coordinating Board are successful. An appendix describes continuing education enrollment in public community and technical colleges. (Contains 3 figures and 21 tables.) (SLD)

ED 465 318   HE 034 954

Research Expenditures, September 1, 2000-August 31, 2001: Texas Public Universities and Health-Related Institutions.
PUB DATE- 02
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Colleges; Educational Finance; *Expenditures; *Federal Aid; *Financial Support; *Higher Education; *Research; State Aid
IDENTIFIERS- *Texas

The first six sections of this report are based on data provided by each Texas public university and health-related institution for Fiscal Year (FY) 2001, September 1, 2000 through August 31, 2001. Data in these sections, which include an overview, a summary of major findings, summary data, and institutional and historical data, show that total reported research expenditures increased 10.4% over FY 2000. Research expenditures in FY 2001 were $1,769,660,434. Total research expenditures have increased by 84.5% since FY 1991. Royalties, licensing fees, or other transactions involving intellectual property produced through research generated $30,102,288, a 7% increase over the total received in FY 2000. The federal government provided 55.4% of the research funds expended, equal to the government's share in FY 2000. Scientific disciplines benefiting from the largest research expenditures include medical sciences, biological and other life sciences, engineering, and environmental sciences. Funding for medical sciences rose by 14.1% in FY 2001 over the previous year's total. The seventh section of the report is based on data from the National Science Foundation for FY 1999. These data show that Texas institutions ranked sixth in federal obligations for science and engineering, and that the National Institutes of Health provides 60% of the federal research support for science and engineering to Texas higher education institutions. Texas institutions ranked third in total research expenditures for FY 1999, and eight Texas institutions accounted for 78.9% of the federal obligations for science and engineering to Texas higher education institutions in FY 1999. Appendix A contains the research expenditures survey, and Appendix B lists institutional contacts. (Contains 12 figures and 23 tables.) (SLD)

ED 465 319   HE 034 955

The New Freshman Class: Fall 2001. Informational Memorandum.
PUB DATE- 02
NOTE- 14p.; For the 1999 freshman enrollment report, see ED 445 584.
LANGUAGE- English

Ruban, Lilia; McCoach, D. Betsy; Reis, Sally M.
Gender Invariance in the Impacts of Pre-College Scholastic Factors and Self-Regulated Learning Variables on the Academic Attainment of Undergraduate Students.
PUB DATE- 02
NOTE- 58p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Aptitude Tests; Higher Education; *Learning Strategies; Mathematics; Models; Prediction; Sciences; *Sex Differences; Structural Equation Models; *Undergraduate Students
IDENTIFIERS- *Self Regulation

The aim of this study was to report the development and testing of a model explaining gender differences in the interrelationships among aptitude measures, high school mathematics and science preparation, college academic level, motivational and self-regulatory variables, and grade point average using structural equation modeling and multiple groups analysis for undergraduate females (n=312) and males (n=158). Data were gathered using a new instrument entitled Learning Strategies and Study Skills survey (Ruban and Reis, 1999). First, the study investigated gender differences in precollege scholastic and academic factors, motivation, self-regulation, and academic achievement of postsecondary students. Second, the study simultaneously examined the interrelationships among these cognitive and noncognitive variables for the entire sample of students and for males and females within the structural modeling framework. Tests of interrelationships helped to attain a more complete understanding of the factors that impact college students academic performance, and whether these factors exert similar or differential influence on the academic attainment of males and females. Results of the study provide support for gender invariance for the measurement and structural model for males and females. Even though no gender differences were found, interesting patterns emerged regarding the impacts of precollege scholastic and academic factors and self-regulated learning factors on college academic achievement among male and females collegians. These paths of influence are interpreted in terms of social cognitive theory and research conducted within the framework of gender differences. (Contains 2 figures, 6 tables, and 92 references.) (Author/SLD)

ED 465 339   HE 034 989

Hughes, Robin L.
Understanding the Context of the "Other" Education: Black and White Students Talk about Their Experiences at Lone Star University, a Predominantly White Institution of Higher Education in the South.
PUB DATE- 02
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Black Students; Cultural Differences; *Educational

PUB DATE- 02
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Alcohol Education; *College Students; *Drinking; Educational Environment; *Evaluation Methods; Higher Education; *Planning; *Program Evaluation

The National Institute on Alcohol Abuse and Alcoholism established the Task Force of the National Advisory Council on Alchohol Abuse and Alcholism to review and report on the existing research on college student drinking, including the evaluation of camps and community policies, prevention programs, and early intervention strategies. This review has been published as A Call to Action: Changing the Culture of Drinking at U.S. Colleges. This brief guide is intended to provide some direction as to how this research can be incorporated most effectively into an explicit planning process to maximize the impact of any prevention strategy and to monitor any interventions implementation and local impact. The guide is organized around the five basic steps of effective prevention planning and evaluation: (1) identifying specific goals and objectives; (2) reviewing the evaluation research; (3) outlining how the intervention will work; (4) creating and executing a data collection plan; and (5) providing feedback to the intervention program. The guide concludes with references that relate to topics of alcohol-related problems among college students. (Contains 29 references.) (SLD)

ED 465 361 HE 035 011

What Parents Need To Know about College Drinking.
PUB DATE- 02
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Alcohol Education; *College Students; *Drinking; Higher Education; Knowledge Level; Parent Attitudes; *Parent Child Relationship; *Parents

In April 2002, a special task force of the National Advisory Council on Alcohol Abuse issued a report, A Call to Action: Changing the Culture of Drinking at U.S. Colleges. The report was the culmination of a 3-year, extensive analysis of research literature about alcohol use on college campuses, including: (1) the scope of the college drinking program; (2) the effectiveness of intervention programs; and (3) recommendations for college presidents and researchers on how to improve interventions and prevention efforts. The purpose of this brochure is to highlight practical information from A Call to Action that parents can use in choosing a college for their son or daughter and to help parents better understand campus culture. Parents contribute to the decision making of their children by helping them choose the right college, which means being aware of campus statistics on alcohol use and college policies related to alcohol. Staying involved is crucial, especially during the first 6 weeks on campus. Parents should find out about the campus environment and make sure that their

College Transfer Students; *Community Colleges; Community Development; *Decentralization; Economic Development; Economic Impact; Educational Development; *Educational Finance; Job Training; Labor Force Development; *State Aid; *Tax Allocation; Technology; Two Year Colleges; Vocational Education

In 1990 a study was conducted whose purpose was to establish empirically the degree to which governance of each state community college system was centralized or decentralized. This data would provide information on which to base decisions for changing governance structures. The 1990 study was replicated in 1997. A 100% response rate was obtained from the 49 state (South Dakota does not have a community college system) and Puerto Rico community college system directors. In 1990, 45.5% of state community college system governance structures were assessed as being centralized, while 54.5% were assessed as being decentralized. In 1997, 50% of state systems were centralized and 50% decentralized. Three (7%) state systems reported that they had been in existence for [illegible] fewer years, while 13 systems (32%) had been in existence [illegible] or more years. The average proportion of local funding was [illegible]%. Local funding proportions ranged from 18 states with [illegible], to Illinois, which had 60% local funding. Researchers found that public estimates of community college costs were five times the actual cost: average public cost estimates were $6,275, compared to actual average costs of $1,194. Each state offers a report that includes an overview, governance, funding, economic development, programs and enrollments, and accountability. (NB)

ED 465 382 JC 020 406

Indicators of Institutional Effectiveness at NVCC: 1992-1997. Performance Indicators Series.
PUB DATE- 01
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Academic Persistence; College Role; Community Colleges; Degrees (Academic); Education Work Relationship; *Educational Assessment; *Educational Objectives; High Risk Students; Minority Groups; *Outcomes of Education; *Remedial Instruction; Transfer Programs; Two Year Colleges
IDENTIFIERS- Northern Virginia Community College

This is a report on the measurements of institutional effectiveness indicators at Northern Virginia Community College from 1992 to 1997. The report looks at the following indicators: (1) persistence rate of first-time students; (2) persistence rate of full-time first-time students; (3) persistence rate of part-time first-time students; (4) completion rate of first-time program placed students; (5) student primary goal attainment; (6) placement rate of graduates in degree related jobs; (7) Cohen measure of transfer; (8) transfer rate of NVCC students to selected institutions; (9) average grade point average (GPA) of NVCC students at senior institutions; and (10) success rate of developmental students in college-level courses. Results showed that: (1) on the average approximately 51% of all first-time students returned to NVCC the next year; (2) full-time students were more likely to return than part-time students; (3) student completion rate of a degree program increased yearly from 8% in 1993 to 11% in 1997; (4) approximately 73% of NVCC developmental students are successful in passing college-level courses; (5) over 90% of graduate survey respondents report community college (25%) and senior academic affairs/instruction officer (15%); (2) 22% of presidents were promoted to the presidency from within their institution, and 66% came from other community colleges; (3) women were underrepresented in certain administrative positions, most notably the offices of president (only 27% women) and occupational or vocational education officer (29% women); (4) 86% of administrators were White, 6% African American, 4% Hispanic, and 1% Asian or Native American; and (5) 61% had a Master's as their highest-earned degree, 18% an Ed.D., and 19% a Ph.D. This brief concludes that the path to the presidency is changing. Much work remains to be done in generating candidate pools for senior positions, in equipping younger generations of administrators with the skills and experiences that will help them win promotion, and in ensuring equity in promotion into the most senior positions. (EMH)

ED 465 401 JC 020 431

Mississippi State Board for Community and Junior Colleges Annual Report, 2000-2001.
PUB DATE- 01
NOTE- 21p.; Charts and graphs may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Education; *Adult Basic Education; *Budgets; *Community Colleges; *Educational Finance; Educational Technology; *Enrollment; Enrollment Trends; *Labor Force Development; Two Year Colleges
IDENTIFIERS- *Mississippi

This 2000-2001 annual report from the Mississippi State Board for Community and Junior Colleges includes information on enrollment trends, revenue by source, expenditure by function, adult basic education (ABE) participation levels, ABE participant achievements, ABE cost effectiveness, workforce education data, workforce accountability summary report, technology at work, and collaboration and partnerships. Highlights include: (1) the total enrollment in the Mississippi public community and junior college system was 123,595--over the last 4 years, the system experienced a 32% enrollment increase; (2) 31% of total headcount was in academic transfer programs, while 69% of total credit enrollment was in academic transfer programs; (3) the total revenues from the state for the state college system in fiscal year 2001 were $167,902,881 (50% of revenues)--$66,052,817 came from tuition (20%), and $18,615,366 (6%) came from the federal government; (4) 60% of total expenditures were on instruction, 11% were on student services, and 13% were on institutional support; (5) 37,967 adults participated in basic skills instruction, from beginning literacy classes to adult secondary education; (6) there was an increase in numbers of students served by workforce education programs--in 1997, 87,423 students were offered workforce training, while in 2001 that number increased to 149,518. (NB)

ED 465 402 JC 020 432

Moore, Patricia L.
Access and Success in Web Courses at an Urban Multicultural Community College: The Student's Perspective.
PUB DATE- 02
NOTE- 25p.
LANGUAGE- English

curriculum standards, and then presents a condensed version of the standards for seventh grade in mathematics (numbers and operation, algebra, geometry, measurement, data analysis and probability), English/language arts (reading/literature, listening, speaking, writing, research), science (inquiry and process skills, life science, earth science, physical science), and social studies (history: time, continuity, and change; government/political science: power, authority, and governance; geography: people, places, and environments; economics: production, distribution, and consumption). Listed after the standards for each subject area are sample assessment questions for parents to complete with their children, selected book titles for additional reading, and Web site addresses for extended learning. (EV)

ED 465 421 PS 030 200

A Guide for Parents and Families about What Your 8th Grader Should Be Learning in School This Year. Don't Fail Your Children.
PUB DATE- 01
NOTE- 8p.; For related documents in the "Don't Fail Your Children" series, see PS 030 192-204.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary School Curriculum; English; *Grade 8; Junior High Schools; Language Arts; Mathematics; *Outcomes of Education; Parent Materials; Resource Materials; Sciences; Social Studies; State Curriculum Guides; *State Standards; World Wide Web
IDENTIFIERS- *Curriculum Standards; *South Carolina

This guide shares information about the South Carolina Curriculum Standards with parents. The standards outline state requirements for children's learning, and what students across the state should be able to do in certain subjects. The guide lists seven key reasons for parents to be aware of the new curriculum standards, and then presents a condensed version of the standards for eighth grade in mathematics (numbers and operation, algebra, geometry, measurement, data analysis and probability), English/language arts (reading/literature, listening, speaking, writing, research, computer/technology), science (inquiry and process skills, life science, earth science, physical science), and social studies (history: time, continuity, and change; government/political science: power, authority, and governance; geography: people, places, and environments; economics: production, distribution, and consumption). Listed after the standards for each subject area are sample assessment questions for parents to complete with their children, selected book titles for additional reading, and Web site addresses for extended learning. (EV)

ED 465 422 PS 030 201

A Guide for Parents and Families about What Your 9th Grader Should Be Learning in School This Year. Don't Fail Your Children.
PUB DATE- 01
NOTE- 8p.; For related documents in the "Don't Fail Your Children" series, see PS 030 192-204.
LANGUAGE- English

Bronx, New York. Information on school life in Gambia was obtained through literature and through interviews of 2 parents and 4 children, ages 8 to 10 years, from Gambia presently living in the Bronx. The paper describes the typical school life of a Gambian child and notes that most students finish schooling at the age of 16. The deplorable conditions in boarding school are also described. Interviews with children revealed that they recalled similar experiences from their early childhood in Gambia, preferred school life in New York City, but missed certain aspects of their home country. Descriptions of the students' educational activities in Gambia and the United States and participation in Arabic School in the United States illustrate difficulties in making the transition to a new country, in learning a new language, and fitting into a new culture. Parents suggested strategies to ease the transition of Gambian children, including employing African teachers and teaching about Africa in the school. Additional strategies suggested in the paper include teaching children in their native language while they gradually learn English, allowing children to attend Arabic School after regular school instruction, and incorporating Internet technology into multicultural lessons. (Contains 10 references.) (KB)

ED 465 440   PS 030 412

Dockett, Sue; Perry, Bob
Beliefs and Expectations of Parents, Prior-to-School Educators and School Teachers as Children Start School: An Australian Perspective.
SPONS. AGENCY- Australian Research Council.; Western Sydney Univ., Macarthur (Australia).; New South Wales Dept. of Education and Training, Sydney (Australia).
PUB DATE- 02
NOTE- 14p.; Paper presented at the American Educational Research Association Annual Meeting (New Orleans, LA, April 1-5, 2002). Additional funding provided by the New South Wales Department of Community Services.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beliefs; Child Caregivers; Comparative Analysis; *Expectation; Foreign Countries; Learning Readiness; *Parent Attitudes; Parents; Preschool Teachers; Primary Education; Questionnaires; *School Readiness; *Student Adjustment; *Teacher Attitudes; Teacher Expectations of Students
IDENTIFIERS- Australia

This paper extends the previously reported findings of the Starting School Research Project in Australia as to what various stakeholders see as important in children's transition to school; the current study considers responses from parents, preschool educators, and school teachers to 20 statements summarizing beliefs and expectations about children starting school. Participating in the questionnaire study were 149 parents of children in Australia who had just started or were about to start school; 102 school teachers from government, Catholic, or independent schools; and 33 preschool educators from day care, preschool, or occasional care. Significant group differences were found for 5 of the 20 statements. Preschool teachers were less likely than the other two groups to agree that children become ready for school by going to school. School teachers were more likely than other respondents to disagree that preschool/day care teachers are more approachable than school teachers. Preschool teachers were more likely to often recruited from the community and mentored children always at-risk youth. Overall, youth participating in mentoring relationships improved on some educational measures. Mentoring showed promise in helping youth develop healthy and safe behaviors. Mentoring indirectly improved a number of social and behavioral outcomes. However, the impact of mentoring programs on young adult self-sufficiency has not been well researched. Program practices and participant characteristics associated with positive and negative youth outcomes are suggested. The synthesis identifies additional research needs, including the need to compare impact of different program components, models of mentoring relationships, and participant characteristics. Two appendices describe youth mentoring programs and their evaluation studies, and delineate program components offered in addition to mentoring. (Contains 38 references.) (KB)

ED 465 458   PS 030 446

Tougas, Jocelyne
Reforming Quebec's Early Childhood Care and Education: The First Five Years. Occasional Paper.
PUB DATE- 02
NOTE- 89p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- After School Programs; *Child Care; *Early Childhood Education; *Educational Change; *Family Child Care; Financial Support; Foreign Countries; Government Role; Kindergarten; *Public Policy; State Programs; Work Environment
IDENTIFIERS- Before School Programs; *Quebec

This paper describes the early care and educational services for children in Quebec since reforms of 1997 intended to place the interests and well-being of children and families at the center of its family policy. Chapter 1 describes early childhood care and education (ECCE) system prior to and since the reforms. The chapter describes the components of this system as including: (1) center-based child care for children birth to 4 years and family child care for children birth to 12 years, both overseen by early childhood agencies (CPEs); (2) school-age child care programs; and (3) full-day kindergarten for 5-year-olds. Funding for restructuring the ECCE system is detailed, including the gradual introduction of a universal regulated $5-a-day child care program and a massive increase in public funding. Specific measures related to the educational program and child care staff training are described. Chapter 2 focuses on the center-based component of the system and presents issues raised by directors in a 1998 study of child care centers, including financial stability of centers, clientele with special needs, staff compensation and working conditions, complying with regulations, facility-related concerns, and staff morale. Chapter 3 considers the family child care component, examining the reasons behind the government decision to make it the cornerstone of the ECCE system, identifying some pitfalls related to this policy, and discussing ways to ensure that family care services are given a prominent role. Chapter 4 describes school-age child care programs, focusing on their evolution since the introduction of reform and examining their strengths and weakness. Chapter 5 explores additional questions, including issues related to family care provider training, standards for CPEs and commercial child care centers, the lack of males in the ECCE system, the status of family child care providers, and the CPE as a business enterprise. The policy makers, administrators, external partners, and colleges. Appendices present methodology, control variables, and a glossary. (Contains 25 references, notes, figures, and data tables.) (SV)

ED 465 475 RC 023 501

National Directory of Scholarships, Internships, and Fellowships for Latino Youth, 2002.
PUB DATE- 02
NOTE- 132p.; Partially supported by the Verizon Foundation.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- College Bound Students; *Fellowships; Higher Education; *Hispanic American Students; *Internship Programs; *Paying for College; Resource Materials; *Scholarships
IDENTIFIERS- *Latinos

This directory informs Latino youth about the various scholarship, internship, and fellowship programs available to them. While scholarship awards help students obtain a college education, fellowship and internship programs enable Latino students and young professionals to build and develop their leadership and analytical skills. Seventy-five scholarship programs are listed alphabetically. Each listing contains a brief program description and contact information. Internships are broken down into Washington, DC; regional; and summer. Fellowships are presented in the categories of Washington, DC; regional; and abroad. A brief program description and contact information accompany each listing. Recipients of the Congressional Hispanic Caucus Institute (CHCI) scholarships, summer internships, and fellowships are pictured. Appendices present a sample application request letter and advice on winning scholarships, landing internships, writing essays, and building the perfect resume. Listings for the top 25 colleges and universities for Hispanics contain contact information and basic information such as school type, application deadline, tuition, numbers of students, and percent Hispanic students. The 168 Hispanic-serving institutions comprising the Hispanic Association of Colleges and Universities are listed. Forty-seven online and print educational resources are also presented. (Contains information about the CHCI and an index.) (TD)

ED 465 476 RC 023 521

De Young, Alan J.
West Meets East in Central Asia: Competing Discourses on Secondary Education Reform in the Kyrgyz Republic.
PUB DATE- 02
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accountability; *Decentralization; *Educational Change; Educational Finance; *Educational Needs; Educational Policy; Foreign Countries; Group Dynamics; Higher Education; *International Relations; *Policy Formation; *Politics of Education; Professional Development; Resistance to Change; Rural Education; School Administration; Secondary Education; Teacher Education
IDENTIFIERS- Barriers to Change; Corruption; *Kyrgyzstan; Soviet Education

The Kyrgyz Republic--a remote mountainous region--is one of five students; SL provides cheap labor but does not benefit students; SL is an "add-on" and burden to teachers; and SL is not real learning. Arguments against SL fit into these four broad categories: (1) back to basics; (2) values should be taught at home; (3) safety; and (4) involuntary servitude. Appealing aspects of SL fit into these four categories: (1) impart practical experience; (2) improve academic performance; (3) create better citizens; and (4) aid in personal development. The final section of the booklet presents messages, strategies, and tips for communicating effectively about SL to parents, teachers, policymakers, and the media. (YLB)

ED 465 011   CE 082 422

Rademacher, Ida; Bear, Marshall; Conway, Maureen
Project QUEST: A Case Study of a Sectoral Employment Development Approach. Sectoral Employment Development Learning Project Case Studies Series.
SPONS. AGENCY- Mott (C.S.) Foundation, Flint, MI.; Ford Foundation, New York, NY.; Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 01
NOTE- 87p.; For other documents in the series, see ED 442 985, ED 444 017, ED 449 333-334, and ED 462 535.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Associate Degrees; Basic Skills; Case Studies; Caseworker Approach; Certification; Community Colleges; Cost Effectiveness; Demand Occupations; Education Work Relationship; Educational Change; Educational Demand; Educational Supply; Employment Services; Evaluation Methods; Financial Support; *Job Development; Job Placement; Job Skills; *Job Training; *Labor Force Development; Labor Needs; Labor Supply; Low Income Groups; Models; Needs Assessment; Outcomes of Education; Partnerships in Education; Program Costs; Program Development; *Program Effectiveness; Program Evaluation; School Business Relationship; Technological Advancement; Transitional Programs; Tuition Grants; Two Year Customized Training; *Project Quest; Texas (San Antonio)
IDENTIFIERS- Customized Training; *Project Quest; Texas (San Antonio)

Project QUEST (Quality Employment through Skills Training) was begun in 1992 to provide unemployed and working poor residents of San Antonio, Texas, with employment training and job placement services. The program provides tuition subsidies and ancillary support services to low-income San Antonio residents enrolled in two-year associate's degree and one-year certificate programs at local community colleges. Project QUEST underwrites occupation-specific degrees in fields that are in high demand in the San Antonio labor market and offer family-supporting wages. Project QUEST is based on a case management approach in which counselors/case managers work with participants to develop a package of "wrap-around" services to help them get through training and transition to work. Project QUEST's initiatives include a work force development academy, basic education training, and customized training and mobility programs. Project QUEST has developed a sophisticated management information system to track program-related and participant-related outcomes and information. In 1998-1999, Project QUEST spent an average of $8,094 per graduate and $6,847 per placement. In 1999, 72.4% of program graduates were placed in jobs at an average placement wage of $8.97/hour.

and importance of these three key employer activities: working directly with students and teachers, building a school-to-careers system in the community, and strengthening company practice. The four winners and their programs are Cisco Systems, Inc., San Jose, California, for Paving the Road to Careers on the Information Superhighway; Geographic Data Technology, Inc., Lebanon, New Hampshire, for Helping Young People Map Their Future; Intel Corporation--Oregon Site, Santa Clara, California, Shaping Technology Education from Every Angle; and UPS--Louisville, Kentucky, Operation, Atlanta, Georgia, Delivering Meaningful Opportunities for Students. Each two-page profile of the winners describes the program and provides contact information. (YLB)

ED 465 029   CE 083 251

Getting Started on Assessment: Developing a Voluntary System of Assessment and Certification Based on Skill Standards.
PUB DATE- 01
NOTE- 73p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; Educational Certificates; Industry; *Job Skills; Job Training; Marketing; *National Standards; Postsecondary Education; Program Development; Secondary Education; *Student Certification; *Student Evaluation; *Vocational Education
IDENTIFIERS- *National Skill Standards Board

This manual provides practical advice for voluntary partnerships that, since 1994, are part of the effort to build a voluntary national system of skill standards, assessment, and certification. Intended to be used with guidance from the National Skill Standards Board, it is designed for the voluntary partnerships that have completed the standards development phase and are ready to begin the phases of assessment and certification (A&C). An introduction outlines the work ahead; examines the key activities involved in each of the three major components of the work (learn and prepare; develop the system; and launch the system); discusses working with vendors; and lists keys to success. The rest of the manual describes the step-by-step approach to developing the first component. These are the four steps: (1) organize--building a strong organizational structure to tackle issues involved with A&C; (2) investigate--learning about A&C, the customer, the market, civil rights and access concerns, and other key issues; (3) envision--creating a vision of how the A&C system should work; and (4) plan and retain--retaining expert assistance to plan, develop, administer, and maintain the system. (Contains 88 references.) (YLB)

ED 465 030   CE 083 252

Spill, Rick
An Introduction to the Use of Skill Standards and Certifications in WIA Programs, 2002.
PUB DATE- 02
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

Groups; Futures (of Society); *Interpersonal Relationship; Interprofessional Relationship; *Learning Processes; *Mentors; Minority Groups; Models; Postsecondary Education; Research Needs; Schools; Social Integration; Social Isolation; Technological Advancement; Theory Practice Relationship; Training; Transformative Learning; Universities; Womens Education; Work Environment

IDENTIFIERS- *Contextualized Learning Environments; Marginalized Groups; Telementoring

This document contains six papers exploring emerging viewpoints, issues, and trends related to mentoring and adult learning. "Mentoring: From Athena to the 21st Century" (Catherine A. Hansman) traces the definitions of the term "mentor" and mentoring practices that have evolved since antiquity. "Emerging Perspectives on Mentoring: Fostering Adult Learning and Development" (Vivian M. Mott) examines the transformative nature of mentoring relationships, the limitations of mentoring relationships, personal narratives of several mentored professionals, and the promise of mentoring. "Mentoring in Contexts: The Workplace and Educational Institutions" (Andrea D. Ellinger) discusses the different contexts in which mentoring occurs and reviews recent research on mentoring in workplaces and educational institutions. "Telementoring: Shaping Mentoring Relationships for the 21st Century" (Talmadge Guy) defines telementoring, explains how it has been affected by technology, presents models of telementoring in schools and work organizations, and considers sociocultural and demographic factors affecting telementoring. "Diversity and Power in Mentoring Relationships" (Catherine A. Hansman) discusses the importance of mentoring for members of marginalized groups, including women and members of racial and ethnic minorities. "Facing Forward: Implications for Practice and Suggestions for Future Research" (Catherine A. Hansman) presents the story of a reluctant mentor and considers its implications for practice and research. (Contains 191 references.) (MN)

ED 465 046 CE 083 280

Low Wage Workers in Today's Economy: Strategies for Productivity and Opportunity. Draft Policy Statement.

SPONS. AGENCY- Rockefeller Foundation, New York, NY.; Ford Foundation, New York, NY.

PUB DATE- 01

NOTE- 9p.; Result of discussions at "Low Wage Workers in the New Economy" conference (Washington, DC, May 24-25, 2000). Conference sponsored by the Annie E. Casey Foundation, Ford Foundation, Charles Stewart Mott Foundation, David and Lucile Packard Foundation, and the Rockefeller Foundation.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Economic Development; *Education Work Relationship; Educational Needs; *Employment Opportunities; *Employment Practices; Employment Problems; Entry Workers; Federal Legislation; Job Training; Labor Force Development; Labor Legislation; Labor Market; Low Income Groups; *Policy Formation; Position Papers; Postsecondary Education; Promotion (Occupational); *Public Policy; Salary Wage Differentials; Tax Credits; Unemployment; Unemployment Insurance; Welfare Reform; *Working Poor

IDENTIFIERS- Temporary Assistance for Needy Families

In the United States today, too many hardworking people are unable to earn enough through work to support their families.

review. The first section describes stories or narrative. The second section establishes links between narrative, change, and learning through the concept of sense-making. It discuses how changing a story equals learning in at least two different ways, although this learning process is most often unconscious for the individual. The main issues are illustrated by interview material from a current case study in a United Kingdom manufacturing company. The third section introduces the types of stories prevalent in business organizations and discusses using interview excerpts. The fourth section focuses on the function of narrative as the basis of organizational culture. The conclusion argues that mainstream management literature is still missing the mark by widely leaving out narrative as a key instrument in the management of change and organizational learning. (Contains 36 references.) (YLB)

ED 465 063 CE 083 306

Castellano, Marisa; Stringfield, Samuel; Stone, James R., III
Helping Disadvantaged Youth Succeed in School: Second-Year Findings from a Longitudinal Study of CTE-Based Whole-School Reforms.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 02
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Education; Career Academies; *Computer Uses in Education; Course Selection (Students); *Disadvantaged Youth; *Educational Change; Faculty Development; Federal Legislation; Federal Programs; High Schools; *Integrated Curriculum; Leadership Responsibility; Longitudinal Studies; Middle Schools; School Guidance; School Restructuring; *Vocational Education
IDENTIFIERS- *Career and Technical Education; Career Paths; Carl D Perkins Vocational Technical Educ Act 1998; High Schools That Work

A 5-year longitudinal study was designed to examine diverse and promising programs to integrate career and technical education (CTE) with whole-school reforms in schools serving predominantly disadvantaged students. A literature review focused on conceptual underpinnings: disadvantaged youth; transition points; whole-school reform; and CTE. Longitudinal descriptions were provided of CTE-enhanced whole-school reforms with strong track records of improving educational chances of concentrated groups of highly disadvantaged students: Perkins III, High Schools That Work, career academies, career pathways, and urban learning centers. Second-year findings were based on qualitative data gathered to date. Progress of 3 cohorts of students--seventh, ninth, and eleventh grade--was followed as they proceeded through 10 schools at 3 sites. Findings indicated all three high schools had integrated CTE and academic education; faculty at high schools participated in many professional development activities; all high schools used computers--for student assessment and reporting requirements, teaching students about computers, instruction, and remediation; all middle schools were involved in some reform effort; strong leadership was a crucial factor in effecting change across all high schools; and administrators and faculty attempted to allow students to have their first choice of unit/program. (Contains 67 references.) (YLB)

Literacy. Appendixes include a list of 31 resources; annotated list (with telephone number and Web site) of 22 adult education organizations representing or serving segments of the field that provide PD support to states, other adult education programs, and staff; and the survey questionnaire. (YLB)

ED 465 080 CE 083 341

Bingham, Millard Juette
Are the GED Tests a High School Equivalency or a High School Alternative?
PUB DATE- 02
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adolescents; Adult Education; Comparative Analysis; Dropout Prevention; Dropouts; Educational Attainment; *Educational Certificates; *Enrollment Trends; *High School Equivalency Programs; *High School Students; High Schools; *Nontraditional Education; *Student Certification
IDENTIFIERS- *General Educational Development Tests

The General Educational Development (GED) Tests date from 1942, when the United States Armed Forces Institute designed a battery of tests to provide military personnel and veterans the opportunity to obtain a credential that demonstrated proficiency on par with high school graduates. Since World War II, the GED Tests have also been beneficial to civilian high school noncompleters. The majority of employers and educational institutions accept the GED as an equivalent of the high school diploma, but some question its legitimacy. The military has stopped treating the GED as the equivalent of a high school diploma, since GED graduates do not perform on the Armed Forces Qualifying Test as well as and have a higher dropout rate from military programs than traditional high school graduates. The 2002-series GED Tests reflect the impact of welfare-to-work legislation and increased emphasis on academic standards in the K-12 community. Due to the recent trend of "adolescentization" the GED has become an alternative to completing a traditional high school education for many teenage students. The GED Testing Service and state departments of education should strongly consider raising the minimum age to be eligible to take GED Tests to 18. Educators must strive to prevent students from leaving traditional high school programs to take GED Tests under the misconception that a GED credential is easier to gain. (YLB)

ED 465 081 CE 083 345

Greenwood, Maggie, Ed.; Hayes, Amanda, Ed.; Turner, Cheryl, Ed.; Vorhaus, John, Ed.
Recognising and Validating Outcomes of Non-Accredited Learning: A Practical Approach.
PUB DATE- 01
NOTE- 132p.; Broken and faint type may affect print quality.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Adult Education; Adult Educators; Case Studies; Definitions; Educational Objectives; Evaluation Criteria; *Evaluation Methods; Foreign Countries; Formative Evaluation; Guidelines; Models; *Nonformal Education; Postsecondary Education; Program Evaluation; *Program

ED 465 097   CE 083 382

Rademacher, Ida, Ed.
Working with Value: Industry-Specific Approaches to Workforce Development. A Synthesis of Findings.
SPONS. AGENCY- Mott (C.S.) Foundation, Flint, MI.; Ford Foundation, New York, NY.; Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 02
NOTE- 49p.; Publication of the Economic Opportunities Program. Part of the Sectoral Employment Development Learning Project.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; Comparative Analysis; *Economic Impact; Education Work Relationship; Employment Patterns; *Employment Practices; *Employment Programs; *Industrial Training; Job Satisfaction; *Labor Force Development; Longitudinal Studies; Low Income Groups; Program Effectiveness; Synthesis; Underemployment; Unemployment; Wages; Welfare Recipients; Welfare Services
IDENTIFIERS- Temporary Assistance for Needy Families; *Work Based Learning

Multi-year applied research studied operations and outcomes of six employment initiatives that developed industry-based approaches to workforce development. Findings from the longitudinal survey of 732 individuals indicated participants in sectoral programs improved their position within local labor markets; increased wages, hours worked, and overall income; and received improved benefits. Factors contributing to effective industry-based training for program participants were designing effective screening processes that build on industry knowledge; developing training content and culture that reflect industry norms; fitting training to the student; and tailored and flexible support during and after training. Program services directly benefitting industry were training; recruiting; and management and consulting services. Program attributes that led to value added for employers were that new businesses relied on sector programs to connect them with partners who could increase sales and manufacturing volume and that advocacy by sector programs led to industry retention and improvement of operating conditions for businesses. Observations and recommendations were made regarding strategies for making work pay for low-income job seekers; policy issues related to industry-based workforce development; and opportunities to improve practice and expand impact. Appendixes include the study methodology; rogram profiles; and a list of 19 related publications. (YLB)

ED 465 098   CE 083 388

Kolling, Arnd
He Who Seeks Shall Find... Or Perhaps Not? Analysis of Firms' Searches for Qualified Personnel, Using Data from the IAB Establishment Panel 2000. IAB Labour Market Research Topics.
PUB DATE- 02
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- Demand Occupations; *Employment Practices; *Employment Qualifications; Foreign Countries; *Labor Needs; Models; Multivariate Analysis; National Surveys; *Occupational

Change; Organizational Climate; *Personnel Management; Predictor Variables; Private Sector; Questionnaires; *School Business Relationship; Small Businesses; Telephone Surveys; Total Quality Management; *Training Methods; *Training Objectives

IDENTIFIERS- *Australia; Impact Studies; Learning Organizations; TAFE (Australia)

The changing nature of the demand for training in Australian enterprises adopting new management practices and the implications of those changes for training providers were examined. More than 3,400 private sector enterprises were surveyed by mail, after which follow-up telephone interviews were conducted with 80 human resource practitioners from the original sample. A learning organization, total quality management, and lean production were more common in small- to medium-sized enterprises. Business size was not positively correlated with training practices; however, small businesses tended to develop formal and more innovative methods of training to ensure that the right skills are developed in their workforce. Much training was sourced internally. Many enterprises in the telephone survey sample were undertaking individual training needs analysis and/or introducing performance management systems focusing on individuals' development needs. Training was becoming more formalized with a higher-than-expected incidence of training plans. Behavioral skills were a major focus of training efforts at the enterprise level. Most new managerial practices were associated with higher levels of enterprise training. The following items are appended: the survey questionnaires; statistical analyses of the training and explanatory measures and models of training activity; estimates of the explanatory variables; and the modeling results. (Contains 34 tables/figures and 98 references.) (MN)

ED 465 115   CE 083 470

Montague, Ann; Hopkins, Linda
Supporting Learners in Training.
SPONS. AGENCY- Australian National Training Authority, Melbourne.
PUB DATE- 02
NOTE- 120p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Attitudes; Employer Attitudes; *Employer Employee Relationship; Foreign Countries; *On the Job Training; Outcomes of Education; Postsecondary Education; Program Effectiveness; Quality of Working Life; Student Attitudes; *Student Personnel Services; Technical Education; *Vocational Education; Work Environment
IDENTIFIERS- *Australia

A project was conducted in Australia to investigate the most effective ways whereby learners receive informal and formal support to assist them to successfully complete vocational education and training (VET), either in school or in business job-training programs. Data were collected through a literature review, a case study of 11 organizations, and a workshop focus group. Some of the findings of the study were the following: (1) many similar types of learner support existed in VET institutions and in businesses, although more support was available in the VET institutions; (2) key indicators of learner support included an attitude of valuing people, the right individuals in key positions, a planned and funded approach to learner support, a formal orientation, incentives

This fastback addresses the issue of stress by providing teachers with a resource guide that defines stress; normalizes the origins of teacher stress; provides a model for achieving personal wellness through life balance; and provides tools for reducing the effects of stress. Learning healthy habits can help teachers cope with the demands of their profession. Teachers who take good care of themselves are better able to facilitate learning. The ultimate goal of this fastback, therefore, is to help teachers meet the challenges of teaching by demonstrating how to deal with stress effectively. (Contains 17 references.) (Author/JDM)

ED 465 133 CG 031 764

Chassey, Richard A.
Morals, Ethics and the Campus Community: Implications for Student Development.
PUB DATE- 02
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Students; *Ethical Instruction; *Higher Education; *Institutional Mission; *Institutional Role; *Moral Values; Student Development; Student Personnel Workers; Values Education

Moral education is an issue that higher education has often avoided. This paper begins with a critical review of the role higher education institutions have taken in the moral education of students and how that role relates to institutional mission. It continues by proposing an educationally defensible moral and ethical standard and finally focuses on the role the student development professional can take in the moral education of students. (Contains 22 references.) (Author)

ED 465 134 CG 031 765

Schlehofer-Sutton, Michele M.; Guzman, Bianca L.
Sexual Behaviors among Latino Youth: The Role of Religiosity and Communication.
SPONS. AGENCY- California State Dept. of Health Services, Berkeley.
PUB DATE- 02
NOTE- 40p.; Paper presented at the Annual Meeting of the American Psychological Association (109th, San Francisco, CA, August 24-28, 2001). Funded in part by the Department of Health Services, Challenge Grants.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescent Behavior; *Adolescents; Catholics; Communication (Thought Transfer); Contraception; *Hispanic American Students; *Parent Child Relationship; Predictor Variables; *Religious Factors; Secondary Education; *Sexuality
IDENTIFIERS- *Latinos; *Religiosity

A mediational model was tested where religiosity predicted sexual behaviors of 386 Catholic Latino adolescents aged 12 to 16 based on parental-adolescent communication about sex. Religiosity predicted greater intentions to delay intercourse after controlling for differences in age and gender. This effect was not mediated by extent of communication. Frequent parental communication about sex predicted adolescents being

Counselors (Bobbie Birdsall); (4) Compendium of Practices for Including Children in Family Sessions (Alan Carr); (5) Including Parents and Teachers (Deanna Hawes); (6) Working with Individual Children from a Family Systems Perspective (Lynn D. Miller); (7) Research: What Works in Schools (Susan C. Whiston and Carla M. Teed). Each chapter contains a list of references. (GCP)

ED 465 156   CG 031 796

Sandhu, Daya Singh, Ed.
Counseling Employees: A Multifaceted Approach.
PUB DATE- 02
NOTE- 390p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Career Counseling; *Counseling; Counseling Theories; Disabilities; Employee Assistance Programs; *Employees; Homosexuality; Job Satisfaction; Minority Groups; *Quality of Working Life; Spirituality; Stress Management; Substance Abuse; Violence; *Work Environment
IDENTIFIERS- Workplace Counseling

This book is divided into five major sections that focus on the various perspectives, needs, and concerns of employees in the workplace. Chapters include: (1) Work: Meaning, Mattering, and Job Satisfaction (K. M. Connolly); (2) Spirituality in the Workplace: An Overview (E. J. Looby and D. S. Sandhu); (3) Developing the Whole Employee: Some Practical Applications Regarding Spirituality in the Workplace (B. Milburn); (4) Job-Related Stress: Sources and Prevention Strategies (D. Pazaratz and W. Morton); (5) Motivational Interviewing in the Workplace (J. McCarthy and P. A. Cluss); (6) Using the Adlerian Lifestyle Construct as a Strengths Assessment Tool for Improving Employees Success (P. R. Peluso and K. B. Stoltz); (7) Supervising the Problem Employee (P. H. Hardesty and S. J. Morris); (8) Working with Ethnic Minority Employees in the Workplace (J. M. Dillard and D. A. Harley); (9) Counseling Employees with Disabilities (K. K. Asner-Self and P. J. Leconte); (10) Gay, Lesbian, and Bisexual Employee Issues (K. M. Kirby); (11) Issues of the Delayed or Reentry Worker (M. H. Guindon); (12) Counseling Displaced Homemakers (E. J. Looby); (13) The Storied Approach: A Constructivist Perspective on Counseling Dual-Career Couples (M. E. Hall and N. E. Huenefeld); (14) Adaptation and the Foreign Assignment: Counseling Expatriates (J. A. Lippincott and R. B. Lippincott); (15) Temporary Employees: A Primer for Counselors (D. S. Preston); (16) The Impact of Modern Performance Rankings on Career Counseling and Employee Development in Corporate America (S. K. Rossiter); (17) Addressing Depression in the Workplace (S. J. Morris and P. H. Hardesty); (18) Working with the White-Collar Substance Abuser: An Intervention Method for Counseling Practitioners (O. Madison-Colmore, J. L. Moore III, and S. Price); (19) Violence in the Workplace: Preventing and Managing the Effects of Critical Incidence Stress in the Workplace (P. N. Cummins); (20) Reasons, Considerations, and Strategies for Developing and Implementing and Employee Assistance Program in Higher Education (D. S. Sandhu and R. M. Longwell-Grice); and (21) Evaluating Employee Assistance Programs (R. M. Longwell-Grice and D. S. Sandhu). Includes an index as well as references at the end of each chapter. (GCP)

ED 465 157   CS 014 601

three critical issues currently identified by Pacific educators: (1) the need to improve student performance in early reading; (2) the need for schools and communities to have better information about how well students are doing; and (3) the need for teachers and administrators to improve their teaching and learning skills by focusing on student achievement. This descriptive report is divided into the following sections: Introduction; Reading Comprehension Processes; The Assessment Tool; Initial Trials with Pacific Learners; and Future Considerations. Assessment Tool Drawings are appended. (Contains 20 references and 2 tables.) (NKA)

ED 465 176 CS 511 135

Arroyo, Sarah J.
Resistance, Responsibility, or Whatever: The "Work" of a Post-Critical Pedagogy.
PUB DATE- 02
NOTE- 15p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (53rd, Chicago, IL, March 20-23, 2002).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Higher Education; *Rhetoric; Student Attitudes; Theory Practice Relationship; *Writing Instruction
IDENTIFIERS- Berlin (James); Composition Theory; Critical Pedagogy; *Cultural Studies; *Social Epistemic Rhetoric

Following the lead of James Berlin, the trend in rhetoric and composition for the past two decades has been to develop pedagogies that not only affirm the social construction of knowledge, but also interrogate the ideological structures of power in which students are always and already embedded. Since Berlin and others of the "political turn" in the field conceptualized the practice, social epistemic rhetoric has become the driving force in theory and pedagogy. Social epistemic rhetoric moves composition out of the realm of both the current-traditional course as well as the "process" course based on writing as self expression. Through it, students would gain not only literacy skills, but more importantly literate "power." Social epistemic rhetoric connects cultural studies and composition; in fact, cultural studies has helped in the discipline's legitimization process. This paper redescribes how cultural studies and composition can work together post-critically. The paper points out that, despite the popularity of social epistemic practices, many advocates have recently expressed frustration over students' resistance not to the dominant culture in which they live, but to critical pedagogy itself and to critical teachers themselves. It also notes that in the wake of this resistance, articles and books reflecting on the discipline, and especially individual practices, have flooded recent rhetoric and composition publications. The paper considers what is the "object" of post-critic[illegible] concentrates on explaining it, working from [illegible]ory [illegible]er, Giorgio Agamben, Roland Barthes, and Diane D[illegible]s. (Contains 23 references.) (NKA)

ED 465 177 CS 511 149

Myers, John W.; Hilliard, Robert D.
Storytelling for Middle Grades Students. Fastback 482.
PUB DATE- 01

LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Elementary Secondary Education; Program Design; Program Development; Program Effectiveness; Program Evaluation; Program Implementation; *School Organization
IDENTIFIERS- *Reform Efforts

New American Schools (NAS) was formed in 1991 to create and develop whole-school designs that would be adopted by schools throughout the country in order to improve student performance. This book is a retrospective on NAS and draws together the finding from RAND research. Chapter 1, the introduction, gives an overview of NAS, RAND's purpose and analytic tasks, and study organization. Chapter 2 describes the development of NAS and its whole-school concept. Chapter 3 discusses changes in NAS designs. Chapter 4 describes the implementation of NAS designs during the scale-up phase, and chapter 5 discusses implementation of these designs in a high-poverty district. Chapter 6 provides an analysis of the impact of NAS designs on student achievement. Chapter 7 gives conclusions, observations, and policy implications with regard to the future of whole-school designs. This study shows that applied research and continuous evaluation are key to identifying and disseminating best practices to increase student achievement, that states and school districts must develop policies and practices that support school improvement processes and become embedded into a district's culture to ensure they last beyond one dynamic superintendent, and that broad community understanding and support for school redesign must be built. (Contains 131 references.) (RT)

ED 465 197 EA 031 676

Valentine, Jerry W.; Clark, Donald C.; Hackmann, Donald G.; Petzko, Vicki N.
A National Study of Leadership in Middle Level Schools. Volume I: A National Study of Middle Level Leaders and School Programs.
PUB DATE- 02
NOTE- 223p.; A research study conducted in cooperation with the Middle Level Leadership Center, University of Missouri-Columbia.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Educational Environment; Educational History; Educational Improvement; Faculty Development; *Leaders; Middle Schools; *Teacher Leadership; Teaching Methods

As U.S. education embarks on a new century and new millennium, a "middle level" of education is firmly entrenched in the organizational and programmatic operations of school systems across the country. This study, purposefully conducted at the turn of the millennium, provides important insights about the progress of middle-level education, particularly in the last decade. The introduction gives a historical perspective on middle schools in the U.S., the study design, a description of the study population and respondents, and the organization of the report. Chapter 1 provides the context and describes the environment of middle-level schooling. Chapter 2 lays out the different aspects of leadership and leaders of middle-level schools. Chapter 3 brings to light the educational programs and instructional practices. Chapter 4 gives comprehensive school-improvement practices, professional development practices, and Turning Points recommendations. Chapter 5 presents profiles and trends of middle-level schools and school leaders. An appendix

ED 465 217 EA 031 698

Lockwood, Anne Turnbaugh
Charter Districts: Much Fuss, Little Gain.
PUB DATE- 01
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Strategies; *Charter Schools; Elementary Secondary Education; Nontraditional Education; *School Districts; State Legislation
IDENTIFIERS- Reform Efforts

At first glance, charter districts seem to offer an inventive way to conduct the business of schooling. While charter schools extend a new, but relatively small, building-focused alternative to educational consumers, charter districts have the potential to free public education at a much larger level and with a more comprehensive scope. This paper seeks to answer questions about whether a superintendent should seek charter status for an entire district and whether the opportunity should be seized, if available under state law, to convert a district to charter status. The rationale for charter districts is first explained. Next, the charter-district legislation in Michigan, Pennsylvania, California, Florida, Georgia, New Mexico, and Texas is analyzed. Third, the experiences of administrators in different charter districts are discussed and summarized. Finally, the evidence culled from their experiences is examined, suggesting that charter districts have the potential to become a major force in American education. At present, charter districts are still strongly influenced by community traditions and conservative parent-held values. These factors combine in complex ways with the district's desire for change and the need to conduct it in politically safe ways. The paper concludes with a list of charter districts nationwide. (RT)

ED 465 218 EA 031 699

Williamson, Ronald; Wirt, Jodi
Restoring Confidence in the Middle School: Collaborating To Strengthen the Educational Experience for Students.
PUB DATE- 02
NOTE- 19p.; Paper presented at the National Council of Professors of Educational Administration Conference-Within-A-Conference at the Annual Conference of the American Association of School Administrators (San Diego, CA, February 14-17, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cooperation; Cooperative Planning; Data Collection; Middle Schools; *Participative Decision Making; *School Community Relationship; School Districts
IDENTIFIERS- Reform Efforts

Early efforts to reform middle-level education were characterized by the adoption of a set of programs, often those espoused by national advocacy groups. Too often such efforts were driven by changes in student population and adopted without broad participation by teachers, parents, and other community members. This paper relates the story of a midwestern district that made a conscious decision to work collaboratively with resources and 5 organizational resources on children with deaf-blindness.) (CR)

ED 465 238 EC 308 994

Miles, Barbara
Alfabetizacion de las personas que son sordas e invidentes. Hoja informativa de DB-LINK (Literacy for Persons Who Are Deaf-Blind. DB-LINK Fact Sheet).
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 00
NOTE- 14p.; See ED 442 215 for English version.
LANGUAGE- Spanish
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adults; Children; *Classroom Techniques; *Deaf Blind; Family Environment; *Literacy; *Reading Instruction; *Reading Strategies; Story Reading; Student Motivation; *Writing Instruction

This fact sheet discusses the importance of literacy for individuals who are deaf-blind, the social functions of reading and writing, and conditions necessary for the development of literacy. Strategies for promoting literacy among this population are described and include: (1) invite children and adults who are deaf-blind to observe as you use the computer, read the newspaper, write notes, read signs, and engage in other literacy activities; (2) arrange specific opportunities for the child or adult to touch adults or young people as they read Braille; (3) read stories to children who are deaf-blind; (4) use accessible labels on rooms, shelves, coat hooks and furniture; (5) pause a moment as a child notices a label, be aware of the child's reaction, and make a simple comment; (6) pause often during story-reading times, notice the child's reactions, and respond to them; (7) use dialog journal with a child who is deaf-blind and who has some beginning reading and writing skills; (8) respond conversationally to any drawing, proto-writing, or writing attempt; (9) accumulate Braille books and other materials; (10) make a story box to accompany a Braille or print story; and (11) adapt storybooks by using textured pictures. (Contains 16 references.) (CR)

ED 465 239 EC 308 995

Stremel, Kathleen
Communicacion Expresiva: Como los ninos nos envian mensajes and Comunicacion Receptiva: Como los ninos entienden nuestros mensajes and Interacciones de Comunicacion: Hacen falta dos. Hojas informativa de DB-LINK (Communication Interactions: It Takes Two and Receptive Communication: How Children Understand Your Messages to Them and Expressive Communication: How Children Send Their Messages to You. DB-LINK Fact Sheets).
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 96
NOTE- 18p.; "Communicacion Expresiva" is an adaptation of a fact sheet originally written by Kathleen Stremel. "Communicacion Receptiva" is an adaptation of a fact sheet originally written by Rebecca M. Wilson. Translation provided by the Hilton/Perkins Program in cooperation with the Conrad N. Hilton

Crandell, Carl C.; Smaldino, Joseph J.; Flexer, Carol
Sound-Field FM Amplification: Theory and Practical Applications.
PUB DATE- 95
NOTE- 248p.; Published by Singular Publishing Group, Inc.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Acoustical Environment; *Audio Equipment; *Classroom Communication; Elementary Secondary Education; Noise (Sound); Oral Language; Theory Practice Relationship
IDENTIFIERS- Frequency Modulation; *Frequency Modulation Hearing Aid Systems; Speech Perception

The purpose of this book is to provide a comprehensive and cohesive guide for the use of small, frequency modulated sound-field FM amplification systems in classrooms. The book addresses both theoretical and practical issues with an emphasis on application of information to real-world situations. Worksheets and checklists are included at the end of many chapters. The book's chapters are: (1) "Rationale for the Use of Sound-Field FM Amplification Systems in Classrooms"; (2) "Speech-Perception Processes in Children"; (3) "Speech Perception in the Classroom"; (4) "Speech Perception in Specific Populations"; (5) "Acoustic Measurements in Classrooms"; (6) "Acoustical Modifications within Schools"; (7) "Identifying and Managing the Learning Environment"; (8) "Sound-Field Amplification: A Review of the Literature"; (9) "Considerations and Strategies for Amplifying the Classroom"; (10) "Inservice Training for the Classroom Teacher"; (11) "Listening Strategies for Teachers and Students"; and (12) "Marketing Sound-Field Amplification Systems." Appendices contain related screening instruments and questionnaires, and a summary of studies on the use of sound-field amplification. (Each chapter contains references.) (EV)

ED 465 257   EF 006 118

Kowalski, Theodore J.
Planning and Managing School Facilities. Second Edition.
PUB DATE- 02
NOTE- 280p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Construction Management; Educational Facilities; Educational Facilities Improvement; *Educational Facilities Planning; Elementary Secondary Education; *Facilities Management; Needs Assessment; School Construction; School Districts; School Expansion

This book addresses the administrative procedures associated with planning and managing school facilities. As noted at the outset, practitioner interest in school facilities has been growing rapidly in recent years because decades of neglect, poor planning, and cost cutting have created a situation in which large numbers of America's school buildings are in need of major repair or replacement. At the same time, the realization that costs related to repair and replacement have escalated significantly has fueled a new concern among school facility planning and management. Written for school

PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Bilingualism; Cognitive Psychology; Educational Research; Elementary Secondary Education; *English (Second Language); Feedback; Foreign Countries; Higher Education; Language Aptitude; Language Proficiency; *Language Research; Memory; Morphology (Languages); Phonology; Research Methodology; Second Language Learning; Student Participation; Teacher Attitudes; Translation; Verbs; Writing Skills
IDENTIFIERS- Japan; Optimality Theory; Russians

This book presents 16 peer-reviewed papers from a 2000 conference on second language research. Part 1, "Formal Investigations of SLA," includes "L2 Acquisition of English Liquids: Evidence for Production Independent from Perception" (Laura Catharine Smith); "Is L2 Learning the Same as L1 Learning? Learning L2 Phonology in Optimality Theory" (Kimberly A.B. Swanson); "Japanese Learners' Acquisition of English Motion Verbs with Locational/Directional PPs" (Shunji Inagaki); "The Initial State of L3A: Full Transfer and Failed Features?" (Yan-kit Ingrid Leung); and "L1-Russian Children Learning English: Tense and Overgeneration of Be" (Tania Ionin and Ken Wexler). Part 2, "Cognitive Accounts of SLA," includes "Against Isolationism: Cognitive Perspectives on Second Language Research" (Ellen Bialystok); "L1 Attrition of Verbal Morphology in Bilingual Children and Adults" (Agnes Bolonyai and Lida Dutkova-Cope); "Translation-Equivalent Priming and Second-Language Proficiency" (Mira Goral, Loraine K. Obler, Elaine C. Klein, and Martin R. Gitterman); and "The Role of Working Memory in Language Aptitude" (Yuki Yoshimura). Part 3, "SLA in the Classroom," includes "Non-Participation, Imagined Communities, and the Language Classroom" (Bonny Norton); "Learner Investment in Second Language Writing" (Paul D. Russell and Jean Yoo); "Recasts and Learner Uptake in Japanese Classroom Discourse" (Mariko Moroishi); "Corrective Feedback, Learner Uptake, and Teacher Beliefs: A Pilot Study" (Ana Oskoz and Judith E. Liskin-Gasparro); and "Corrective Feedback in Second-Language Acquisition: Towards an Integrated Model" (Tony E. Macheak). Part 4, "Methodological Issues," includes "Triangulation in Qualitative SLA Research on Interlanguage Pragmatics" (Margaret A. DuFon) and "Linguistic Simplification: Past, Present and Future Links to Second Language Acquisition" (Kimberly L. Geeslin). (Papers contain references.) (SM)

ED 465 278 FL 027 298

The Common Curriculum Framework for International Languages: Three-Year Program (Grade 10 to Grade 12). Western Canadian Protocol for Collaboration in Basic Education, Alberta Version.
PUB DATE- 01
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Communication Skills; Communicative Competence (Languages); Curriculum Development; Foreign Countries; Guidelines; High Schools; Language Proficiency; *Outcomes of Education; *Second Language Instruction
IDENTIFIERS- Alberta

This framework provides Canadian curriculum writers with student learning outcomes they can use to develop curricula for international language courses. Its aim is the development of communicative competence in a specific international language program designs, and evaluation. The multicultural counseling courses use such techniques as didactic instruction, participatory learning, writing assignments, role playing, interviews, catharsis, and reading assignments. Currently, the university has only anecdotal evidence for the effectiveness of its curricular changes. Teachers report that student journals reflect increased cultural self-awareness and increased understanding that differences cannot be overlooked. After taking the multicultural courses, students in their practicum experiences are more likely to consider culture in conceptualizing client problems and more willing to talk about cultural differences between client and counselor. (Contains 17 references.) (SM)

ED 465 298 FL 027 350

Bailey, Phillip D.; Onwuegbuzie, Anthony J.
Unsuccessful Study Habits in Foreign Language Courses.
PUB DATE- 01
NOTE- 25p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (30th, Little Rock, AR, November 14-17, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; College Students; French; German; Higher Education; Japanese; *Language Proficiency; Notetaking; Second Language Learning; Spanish; *Study Habits

This study determined which study habits would distinguish successful from unsuccessful foreign language learners. Participants were 219 college students from a variety of disciplinary backgrounds enrolled in either Spanish, French, German, or Japanese classes. The students completed the Study Habits Inventory and the Background Demographic Form. A canonical discriminant analysis revealed that, compared to their high-performing counterparts, students with the lowest levels of foreign language performance tended to report the following: (1) they frequently included a lot of irrelevant or unimportant information in their notes; (2) when they had difficulty with their assignments, they did not seek help from their instructor; (3) they put their lecture notes away after taking the test and never consulted them again; (4) they had to be in the mood before attempting to study; (5) they had a tendency to doodle or daydream when they were trying to study; and (6) they did not look up in a dictionary the meaning of words that they did not understand. (Contains 41 references.) (SM)

ED 465 299 FL 027 351

Bay, Dale
Internet Discussion Forums: A New Modality for Facilitating Peer Writing in Japanese University-Level EFL Classes.
PUB DATE- 99
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Discussion Groups; *English (Second Language); Foreign Countries; Higher Education; *Internet; Second Language Learning; Student Motivation; Teaching Methods; World Wide Web; *Writing Skills

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Freshmen; *Enrollment; Higher Education; *Student Characteristics; Tables (Data)
IDENTIFIERS- *University of Wisconsin

Data in this series of tables provide information about the freshman class entering the University of Wisconsin System in fall 2001. In fall 2001, 83% of new freshmen in the University of Wisconsin System were Wisconsin residents, and 55% were women. Students of color made up 9% of the class. Some 95% were conventional admissions, and 64% of the class scored about the national American College Testing Program assessment (ACT) average score of 21. Forty-seven percent of these freshmen were in the top quartile of their high school classes. One appendix contains the new freshman headcount by institution, and the other shows new freshmen by average high school percentile rank for each institution. Data on enrollment and student characteristics are presented in 16 tables and 2 figures. (SLD)

ED 465 320 HE 034 956

Federal Student Aid: Additional Management Improvements Would Clarify Strategic Direction and Enhance Accountability. Report to Congressional Requesters.
PUB DATE- 02
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Employees; Government Role; Higher Education; Human Capital; Performance; Performance Based Assessment; *Program Administration; Public Agencies; Satisfaction; *Strategic Planning; *Student Financial Aid

To determine what Federal Student Aid (FSA), previously the Office of Student Financial Assistance, had done to develop and implement a strategic direction as mandated by Congress in performance-based organization legislation, the General Accounting Office (GAO) reviewed FSA's strategic and annual performance plans and annual reports, interviewing officials of the Department of Education and FSA in headquarters and five regional FSA offices. Information from many other sources complemented this study. The review shows that the FSA has developed three strategic goals, created indicators to measure progress toward those goals, and developed a tool to link employees' day-to-day activities to the strategic goals. The goals are to: (1) increase customer satisfaction; (2) increase employee satisfaction; and (3) reduce unit cost. FSA efforts to date are having promising results in terms of customer and employee satisfaction, but progress toward reducing unit costs is more difficult to gauge. FSA has also begun to implement some human capital practices to organize its services better. The GAO recommends that the Secretary of Education direct the FSA to make its performance plan more useful to congressional decision makers, and that efforts should be made to make information more timely and readily available. An appendix contains comments from the U.S. Department of Education, and an second appendix contains GAO acknowledgments and contacts. (SLD)

ED 465 321 HE 034 957

Quality Analysis for Windows, 2002-2003: A Verification Tool. EDExpress Training. Participant Guide.
PUB DATE- 02

Experience; Focus Groups; Higher Education; Minority Groups; *Racial Discrimination; *Student Attitudes; *Undergraduate Students; White Students

This study examined students perceptions of campus racial climate and the effects it has on their growth and development while attending a predominantly white research university (Research 1 classification) where black students are less than 3% of the student body. The study sought to illuminate the perceptions of campus climate and development as experienced by black and white students. Data were collected from four focus groups of black students, two of student athletes, one group of students from the recreational sports facility, and one from the multicultural services center, and from white students from various locations on campus. In all, 51 students participated in the focus groups. Findings show that students had chosen the university for various reasons, with black students more inclined to choose the university based on financial aid packages, and white students more likely to have relied on legacy and word of mouth. Students expressed the belief that a critical mass of minority students was necessary for development and change, and that this was lacking at the university. Personal and mentoring relationships were considered important for student growth and development, and black students perceived these as more important than did white students. The other education for black students included life lessons that they thought white students did not encounter, including survival skills needed for the white world. The study also suggests that the university's traditions are not inclusive of marginalized groups, and that black students experience overt and covert racism frequently. (Contains 19 references.) (SLD)

ED 465 340 HE 034 990

Wolverton, Mimi; Guillory, Raphael; Montez, Joni; Gmelch, Walter H.
Developing the Executive Mindset for Minority Deans.
PUB DATE- 02
NOTE- 26p.; Adapted from a chapter in "College Deans: Leading from Within" by M. Wolverton and W. H. Gmelch, Westport, CT: Greenwood Publishing. For a related paper on dean leadership, see HE 034 993.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Deans; *Administrator Attitudes; Competence; Credibility; Higher Education; *Minority Groups
IDENTIFIERS- Confidence; *Executive Mind

An attempt was made to apply to the academic deanship finding by D. Thomas and J. Gabarro that executives of color who succeed in business possess three personal resources: confidence, competence, and credibility. Through the use of relational regression techniques, researchers examined deans perceptions of leadership success, competence, confidence, and credibility across four subpopulations of the sample of deans: white males, white females, minority males, and minority females. The National Study of Academic Deans was conducted to establish a baseline of information about academic deans in the United States. Responses were received from 800 deans from 360 public and private institutions. The resulting database included a wealth of information about deans, including their perceptions of the success, competence, confidence, and credibility. Findings suggest that the findings of Thomas and Gabarro may be children understand the penalties and consequences for underage drinking and any abuse of alcohol. Parents who must face an alcohol-related crisis need to be aware of sources of help. A list of resource materials and organizations is included with this brochure. (SLD)

ED 465 362 HE 035 014

Institutional Research: Leadership through Excellence. North East Association for Institutional Research Annual Conference Proceedings (28th, Cambridge, Massachusetts, November 17-20, 2001).
PUB DATE- 01
NOTE- 242p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Academic Achievement; Educational Research; *Higher Education; *Institutional Research; *Instructional Leadership; Surveys; Teaching Methods

The theme of the 2001 annual conference of the Northeast Association for Institutional Research was Institutional Research: Leadership through Excellence. These proceedings represent the intellectual content and insights shared during the conference. The papers are: (1) The Rocky Road to Graduation: An Academic Career Flow Model for Tracking Student Progress at Community Colleges (Karl Boughan); (2) Promoting a Global Perspective through Institutional Research (Anne Marie Delaney); (3) The Role of Institutional Research in Implementing First-year Seminars (Michael J. Dooris and Daniel P. Nugent); (4) Organizational and Technical Issues in Implementing Web-Based Surveys: A Case Study (Gordon Hewitt, Dawn Geronimo Terkla, Heather S. Roscoe, and Jennifer Dyer); (5) Comprehension of Student Success among Asnuntuck Community College Elementary Algebra Students Placed by Accuplacer Score, Scholastic Aptitude Test Score, or Prerequisite Course (Patricia Hirschy and Qing Mack); (6) Assessing the Economic Impact of a University on the State and Community (Heather Kelly Isaacs); (7) Institutional Research and Effectiveness: Where Research Meets Strategic Planning (Ana Lucia Kazan-Fishman); (8) The Impact of a Series of Writing-Intensive Courses on Success on the Writing Proficiency Requirement (Kevin B. Murphy); (9) An Analysis of Market Factors, Fiscal Strength, and Institutional Competitiveness (Erika M. Newcomer and Jason P. Casey); (10) The Impact of Instructional Delivery on Learning Outcomes and Items To Persist (Kristin A. Owens and J. Fredericks Volkwein); (11) The Impact of Lottery Incentives on Student Survey Response Rates (Stephen R. Porter and Michael E. Whitcomb); (12) Administering Surveys on the Web: Methodological Issues (Heather S. Roscoe, Dawn Geronimo Terkla, Gordon J. Hewitt, and Jennifer A. Dyer); (13) Student Outcomes: The Impact of Varying Living-Learning Community Models (Martha L. A. Stassen); (14) Student Satisfaction: Measures and Measurements (Emily H. Thomas and Nora Galambos); (15) Linking Learning Outcomes to Student Course Evaluation (Stephen W. Thorpe); (16) The Effect of First-Year College Experiences on Student Persistence: A Case Study (Lillian Zhu); and (17) Outcomes Assessment and Re-Accreditation Data Concerns? Look to National Surveys for (Some) Help (Marianthi Zikopoulos). (Each paper contains references. Contains 63 tables and 9 figures.) (SLD)

ED 465 363 HE 035 015

that they attained primary goal at NVCC; and (6) approximately 41% of surveyed graduates reported being placed in a degree-related job. According to Cohen's measure of transfer, 23% of the NVCC students who entered in fall 1995 earned at least 12 credits and transferred to a four-year institute. The NVCC transfer rate was consistent with the statewide community college system transfer rate. The average GPA of NVCC students at four-year institutions was 2.6. The report includes the mission of NVCC. (Contains 20 tables.) (MKF)

ED 465 383 JC 020 407

The High-Quality Learning Conditions Needed To Support Students of Color and Immigrants at California Community Colleges. Policy Report.

SPONS. AGENCY- Alfred P. Sloan Foundation, New York, NY.; James G. Irvine Foundation, San Francisco, CA.; California Univ., Oakland. Office of the President.; California Community Colleges, Sacramento. Office of the Chancellor.; Ford Foundation, New York, NY.

PUB DATE- 02

NOTE- 26p.; Paper presented at the California Joint Legislation Committee (Sacramento, CA, April 2002). Also supported by the John Randolph and Dora Haynes Foundation.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Access to Education; Community Colleges; *Cultural Pluralism; Economically Disadvantaged; *Educationally Disadvantaged; Immigrants; Immigration; Language Minorities; Limited English Speaking; Low Income Groups; Minority Groups; *Nontraditional Students; Race; Student Recruitment; Two Year College Students; Two Year Colleges

IDENTIFIERS- *California Community Colleges

California Tomorrow, a non-profit research organization that supports the development of a fair and inclusive multicultural society, conducted this study. The research sought to answer three questions: (1) What are the experiences of Latino, African American, Asian, Native American, white, and immigrant students in the community college system, and what are the systemic barriers and supports they encounter? (2) What strategies are being used for the recruitment, outreach, guidance, and support of traditionally underrepresented students, and what is the perceived success of these strategies? and (3) What forms of professional development and support do faculty and staff need and find useful to help them respond more effectively to the needs of these students? California expects tremendous growth in each of the 3 systems of higher education in the next 5 years. The greatest number of new students (nearly 74% of the increased demand), however, will seek access to one of California's community colleges. The state continues to fund community colleges at the lowest level of all public education sectors, including K-12. Community colleges receive $4,4675 per student, K-12 receives $7,080, California State Universities receive $10,822, and University of California receives $25,554 per student. Recommendations include ensuring that the community colleges receive their full 11% allocation of Prop 98 funds. (NB)

ED 465 384 JC 020 408

Alwin, Lawrence F.

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; Community Colleges; Computer Mediated Communication; *Distance Education; Ethnic Groups; Minority Groups; *Nontraditional Education; *Nontraditional Students; Outcomes of Education; Two Year College Students; Two Year Colleges; Virtual Classrooms; *Web Based Instruction
IDENTIFIERS- *Phoenix College AZ

This study explores the question of access in Arizona's postsecondary electronic education environment by looking at an urban community college with a highly diverse student population. Phoenix College (PC) is a community college in the Maricopa Community College District in Phoenix, Arizona. A number of neighborhoods near the campus showed a household income of 50-75% below the poverty level. Ethnic minorities represented 57% of the student body at Phoenix College. The college is early in its Web course development, and offered only 16 Web courses in the spring term of 2001. Courses required by or that applied to a large cross-section of academic and occupational degree and certificate programs were selected for the study in order to obtain a broad representation of majors and educational goals among the student sample. The study looked at 10 sections of freshman-level general education courses. The sample included 252 students--140 returned an electronic survey, and 100 participated in the follow-up interviews. Women represented 56% of the PC student body, but 65% of the Web students were women. Older students were underrepresented in the Web courses under study: 6% of these students were aged 40 or older, while 19% of students at PC were over 40. The study also found that the majority of Web students were White, and there were proportionally fewer Hispanics registered in the Web courses. (Contains 32 references.) (NB)

ED 465 403 JC 020 433

Stevenson, Nancy Hargis
Community College Handbook: State Approval Requirements and Procedures for Degrees, Programs, Courses, and Instructors. October 2001 Edition.
PUB DATE- 01
NOTE- 137p.; Cover page title varies.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; Certification; *Community Colleges; *Curriculum Design; *Curriculum Development; *Degree Requirements; Degrees (Academic); Educational Policy; Educational Principles; Instructional Development; Qualifications; Special Degree Programs; Two Year Colleges
IDENTIFIERS- *Oregon Community College System

This handbook is designed to help curriculum managers at Oregon's community colleges understand the State Board of Education criteria and processes that support the continued expansion and improvement of instruction. It outlines approval requirements and procedures for Oregon community college associate degrees, certificates of completion, programs, and courses, as well as the revision of approved programs and courses. The State Board of Education had approved all Oregon community colleges to offer the Associate of Arts-Oregon Transfer (AA-OT) degree. The AA-OT degree is intended to prepare students to transfer into

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- English; *Grade 9; High Schools; Language Arts; Mathematics; *Outcomes of Education; Parent Materials; Resource Materials; Sciences; Secondary School Curriculum; Social Studies; State Curriculum Guides; *State Standards; World Wide Web
IDENTIFIERS- *Curriculum Standards; *South Carolina

This guide shares information about the South Carolina Curriculum Standards with parents. The standards outline state requirements for children's learning, and what students across the state should be able to do in certain subjects. The guide lists seven key reasons for parents to be aware of the new curriculum standards, and then presents a condensed version of the standards for ninth grade in mathematics (numbers and operation, algebra, data analysis and probability), English/language arts (reading/literature, listening, speaking, writing, research), science (inquiry, life science, earth science, physical science), and social studies (history of the world to 1500: time, continuity, and change; government/political science: power, authority, and governance; geography: people, places, and environments; economics: production, distribution, and consumption). Listed after the standards for each subject area are sample assessment questions for parents to complete with their children, selected book titles for additional reading, and Web site addresses for extended learning. (EV)

ED 465 423 PS 030 202

A Guide for Parents and Families about What Your 10th Grader Should Be Learning in School This Year. Don't Fail Your Children.
PUB DATE- 01
NOTE- 8p.; For related documents in the "Don't Fail Your Children" series, see PS 030 192-204.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- English; *Grade 10; High Schools; Language Arts; Mathematics; *Outcomes of Education; Parent Materials; Resource Materials; Sciences; Secondary School Curriculum; Social Studies; State Curriculum Guides; *State Standards; World Wide Web
IDENTIFIERS- *Curriculum Standards; *South Carolina

This guide shares information about the South Carolina Curriculum Standards with parents. The standards outline state requirements for children's learning, and what students across the state should be able to do in certain subjects. The guide lists seven key reasons for parents to be aware of the new curriculum standards, and then presents a condensed version of the standards for tenth grade in mathematics (numbers and operation, algebra, data analysis and probability), English/language arts (reading/literature, listening, speaking, writing, research), science (inquiry, life science, earth science, physical science), and social studies (history of the world from 1500 to the present: time, continuity, and change; government/political science: power, authority, and governance;

agree with this statement than other respondents. While the vast majority of parents and teachers disagreed with the statement that kindergarten classes should be more like preschool/day care, the majority of preschool teachers agreed with it. Preschool teachers were more likely than other respondents to agree that kindergartners who struggle with kindergarten work should repeat grade, and parents were more likely to agree with this statement than were school teachers. Respondents recognized that school readiness was not the same as learning readiness. More than 60 percent of respondents agreed that the child's age was not a good predictor of school success. There was general agreement that children should go to preschool/day care before they start school. (Contains 22 references.) (KB)

ED 465 441   PS 030 413

Bauer, Audra L.
Using Computers in the Classroom To Support the English Language Arts Standards.
PUB DATE- 02
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Uses in Education; Educational Technology; *Elementary School Teachers; Grade 4; Intermediate Grades; Knowledge Level; *Language Arts; *Professional Development; *Standards; Teacher Qualifications
IDENTIFIERS- Program Characteristics

This paper discusses the development of effective staff development programs to support use of computer technology in the elementary school classroom. Elements discussed include strategies to reach reluctant technology users, and suggestions for getting started with such a program. The paper also presents the findings of a survey study exploring fourth-grade teachers' knowledge in using computer technology in general as well as using computers in the classroom to support the English Language Arts standards. Participating in the study were 11 fourth-grade teachers in a public school in Orange County, New York. Teachers completed a 10-item survey assessing their use of technology, the availability of technology, and knowledge of the English Language Arts standards. Responses suggested that teachers with the most experience teaching were the least likely to use computers regularly and were more likely to feel unprepared to use computers. Relatively new teachers had more confidence in their ability to use technology to support the curriculum as well as to support the English Language Arts standards. Both experienced and less experienced teachers agreed that their district provided inadequate technology training. All teachers were familiar with the English Language Arts standards, and their examples illustrated the use of computers to support these standards. Most teachers recommended ongoing support in the use of computers in the classroom and thought that they were expected to donate too much of their own free time to learning the new tools. (Contains 13 references.) (KB)

ED 465 442   PS 030 414

Yambo, Idalia
Teaching Reading in Homeschool.
PUB DATE- 02

paper's three appendices discuss parents' expressed preference for family child care, the link between the size of the child care group and the providers' income, and the definition of "family environment." (Contains 41 references.) (KB)

ED 465 459   PS 030 441

Tamis-LeMonda, Catherine S., Ed.; Cabrera, Natasha, Ed.
Handbook of Father Involvement: Multidisciplinary Perspectives.
PUB DATE- 02
NOTE- 659p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Blacks; Child Support; Children; Context Effect; Family Financial Resources; *Fathers; Individual Development; Interdisciplinary Approach; Low Income; Objectives; One Parent Family; *Parent Child Relationship; Parent Influence; *Parent Participation; Parent Responsibility; Parent Role; Public Policy; Research Methodology; *Research Problems; Social Sciences; Well Being
IDENTIFIERS- African Americans; Noncustodial Parents; Parent Visitation

Despite an unprecedented surge of research on fathers, progress in the study of father involvement generally occurs within rather than across disciplines. This handbook highlights the challenges facing researchers of father involvement across disciplines. Following an introduction, the chapters of the book are as follows: 1) "Methodological, Measurement, and Design Issues in Studying Fathers: An Interdisciplinary Perspective" (Lori Roggman, Hiram Fitzgerald, Robert Bradley, and Helen Raikes); (2) "Who Are the Fathers of Today?" (Donald Hernandez and Peter Brandon); (3) "The Demography of Fathers: What Fathers Do" (Sandra Hofferth, Joseph Pleck, Jeffrey Stueve, Suzanne Bianchi, and Liana Sayer); (4) "Infant-Father Attachments and Their Impact on Child Development" (Michael Lamb); (5) "Involved Fathering and Child Development: Advancing Our Understanding of Good Fathering" (Rob Palkovitz); (6) "Fathers' Contributions to Children's Peer Relationships" (Ross Parke, David McDowell, Mina Kim, Colleen Killian, Jessica Dennis, Mary Flyr, and Margaret Wild); (7) "Nonresidential Fathers and Their Children" (Michael Lamb); (8) "Sociological Perspectives on Fatherhood: What Do We Know about Fathers from Social Surveys?" (David Eggebeen); (9) "Fathers in the 'Hood': Insights from Qualitative Research on Low-Income African-American Men" (Robin Jarrett, Kevin Roy, and Linda Burton); (10) "Cultural Contexts of Father Involvement" (Nicholas Townsend); (11) "Father Involvement in English-Speaking Caribbean Families" (Jaipaul Roopnarine); (12) "Male Migration, Remittances, and Child Outcomes among the Okavango Delta Peoples of Botswana" (John Bock and Sara Johnson); (13) "Evolutionary Theory and Reproductive Responses to Father Absence: Implications of Kin Selection and the Reproductive Returns to Mating and Parenting Effort" (David Waynforth); (14) "Fathering as Reproductive Investment" (Steven Josephson); (15) "Involving Dads: Parental Bargaining and Family Well-Being" (Paula England and Nancy Folbre); (16) "The Effects of Welfare, Child Support, and Labor Markets on Father Involvement" (Wendy Sigle-Rushton and Irwin Garfinkel); (17) "Nonresident Fathers and Their Children: Child Support and Visitation from an Economic Perspective" (John Graham and Andrea Beller); (18) "Fragile Families, Father Involvement, and Public Policy" (Marcia Carlson and Sara McLanahan); (19) "Bridging Research and Policy: Including Fathers of Young Children in National former Soviet states in central Asia. This case study begins with a brief overview of the political and economic situation of the Kyrgyz Republic and its relation to aims of Soviet schooling in the 20th century. A critique of the Soviet schooling model by foreign academics before and after the breakup of the former USSR is followed by a discussion of how economic collapse during the 1990s led to numerous curricular and organizational crises in Kyrgyz education. The second half of this paper details the forces and actors dedicated to "improving" Kyrgyz schools in the new millennium. Since the Soviet breakup, foreign actors have been trying to influence economic and educational policy consistent with their worldviews and political agendas. There is great disagreement between foreigners and locals as to the means and ends of schooling and about how (or even if) schools should be "fixed." A new pro-Western Minister of Education put together a strategic planning process for reforming the nation's schools. Brainstorming efforts, primarily involving foreigners and high-level administrators, focused on decentralization, corruption in the university system, the need to cut higher-education budgets to fund reforms in secondary education, consolidating rural schools, academic standards, teacher retraining and salaries, efficiency, and technology. The procedures, dynamics, and recommendations of the working group on school management and minimum standards and the working group on teacher retraining and new technologies are detailed. Resistance and barriers to change are discussed. (Contains 33 footnotes.) (TD)

ED 465 477   RC 023 526

Stayner, Richard; Barclay, Elaine
Welfare and Support Services for Farm Families.
PUB DATE- 02
NOTE- 103p.; Paper presented at the Annual Meeting of the Australian Council for Educational Administration (Hobart, Australia, September 9-12, 2000). Contains small print.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Information; Adult Farmer Education; *Family Needs; *Family Programs; *Farmers; Financial Services; Foreign Countries; Help Seeking; *Human Services; Information Services; Job Training; *Rural Family; Social Support Groups; Stress Variables; Welfare Services; Well Being
IDENTIFIERS- *Access to Services; *Australia; Family Support; Service Utilization

Following the extended Australian drought of the 1990s, a review was undertaken to assess the programs and services that support farm families and respond to their welfare needs. A total of 43 service providers and 21 farm families were interviewed in New South Wales and Queensland. Following an introduction and description of methodology, the third section of this report summarizes support services and assistance for farm families provided by federal, state, and private agencies. Programs and services covered financial support for farmers during exceptional circumstances, grants for training in agricultural and business skills, family counseling services, legal services, social security and welfare services, youth services, education and training, health services, and information services. Educational services included allowances for secondary students living away from home, grants to train farm employees, health promotion and education, training of rural health workers, and vocational training and guidance. The fourth section examines families' service-related experiences

Project QUEST has demonstrated that sectoral strategies are highly effective when used to inform regional approaches to work force development. (Contains 14 tables/figures.) (MN)

ED 465 012 CE 082 716

Literacy Skills for the Knowledge Society: Further Results from the International Adult Literacy Survey.
PUB DATE- 97
NOTE- 194p.; Published in French under the title: Litteratie et Societe du Savoir: Nouveaux Resultats de l'Enquete Internationale sur les Capacites de Lecture et d'Ecriture des Adultes.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110), Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Adult Basic Education; *Adult Literacy; Comparative Education; Developed Nations; Economic Impact; Educational Benefits; Educational Needs; *Educational Policy; Equal Education; Family Influence; Foreign Countries; *Functional Literacy; Individual Characteristics; Literacy Education; Policy Formation; *Public Policy; Workplace Literacy
IDENTIFIERS- *Europe; Information Society; International Adult Literacy Survey; *North America

This second report from the International Adult Literacy Survey (IALS) builds on the data analysis of seven countries presented in the first IALS publication in 1995 and adds literacy data for five additional countries--Australia, Belgium, Ireland, New Zealand, and the United Kingdom. The introduction presents an overview of new key findings and policy directions suggested by the study and the definitions of literacy used in the study. (The key finding of the report, similar to that of the first report, is that there are significant literacy skill gaps in every country, with at least one-quarter of the adult population of the countries surveyed failing to reach the third minimum functional competency of five literacy levels, with profound social and economic implications.) Chapter 1 outlines the overall levels of proficiency as well as the distribution of adult literacy in each country. Chapter 2 offers new evidence concerning the economic and wider social benefits of literacy. Chapter 3 examines the relationships between literacy and a range of individual characteristics, including age, socioeconomic status, and factors such as literacy practices at home and work that strengthen literacy during adulthood. Chapter 4 presents the results of an analysis of adults' readiness to learn in a variety of settings. It also concludes that coordinated policy can have an impact on the quantity and equitable distribution of adult education and training opportunities. Four appendixes provide more information on the conduct of the study and the project participants. (Contains 50 figures and 61 tables.) (KC)

ED 465 013 CE 082 861

Redmann, Donna H., Ed.
Journal of Business and Training Education, 1999.
SPONS. AGENCY- Louisiana Association of Business Educators.
PUB DATE- 99
NOTE- 164p.; Published annually. For Volume 7, see ED 425 268. Volumes 1-4 entitled "Louisiana Business Education Journal."
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Serials (022)

(141)
DESCRIPTORS- Adult Education; Educational Certificates; Industry; *Job Skills; Job Training; Labor Force Development; Labor Needs; *National Standards; Occupational Mobility; Postsecondary Education; Secondary Education; *Student Certification; *Vocational Education
IDENTIFIERS- National Skill Standards Board; *Workforce Investment Act 1998; Workforce Investment Boards

This report focuses on the use of nationally recognized, industry-based skill standards and occupational certifications that promote certificate portability, skill transferability, worker mobility, and education and training consistency within and across states and nationwide. Chapters 1, 2, and 3 define what is meant by skill standards and certifications, present the case for their use, and discuss their benefits for individuals, employers, educators and trainers, Workforce Investment Boards (WIBs), and others. Chapters 4, 5, and 6 outline the mission of the National Skill Standards Board and its role in developing and promoting an industry-based skill standards and certifications system and then examine some key representative applications in education and training delivery systems and in WIB contexts. Chapters 7, 8, and 9 provide WIBs with a practical 22-step process approach for identifying and selecting industry-based occupational certifications that match local-, regional-, and state-determined workforce needs; explain the purpose and advantages of the locally designed Work Readiness Certification; and provide a brief resource guide to WIBs for further follow-up assistance. (YLB)

ED 465 031 CE 083 258

Stroobants, Veerle
Learning Stories in Narrative Biographical Research.
PUB DATE- 02
NOTE- 14p.; Paper presented at the Annual European Society for Research on the Education of Adults Life-History and Biographical Research Network Conference (7th, Geneva, Switzerland, March 7-10, 2002).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Biographies; Developed Nations; Educational Research; Females; Foreign Countries; Interviews; *Learning Processes; Life Events; *Narration; *Personal Narratives; Research Methodology; *Story Telling
IDENTIFIERS- *Europe; *Researcher Role; Researcher Subject Relationship

During qualitative empirical research on the biographical learning processes of women due to transitions in their work situation, this theoretical, methodological theme arose that was intriguing to the researcher: the relationship between the learning processes of the women interviewed and of the researcher on one hand and the stories that were told because of the research by the women and researcher on the other. The hypothesis was that the interconnection of narrative and learning of the research subjects and researcher is an inherent feature of narrative biographical research. Consequently, it had to be acknowledged as such to account for the quality of the research results and process. The relationship between the telling of a life story and the learning process of the women could be seen as the life story as data revealing biographical strategies; the life story as a process of biographical work and biographical learning; and life stories as revelation and

Policymakers can help change this situation by taking the following steps: (1) keep work central; (2) promote family-supporting work; (3) invest in education and work skills; (4) make it easier for individuals to stay employed and advance; (5) make it easier for employers to hire, train, and support low-skill, low-wage workers; (6) and promote public and private sector policies in education, economic development, and workforce development that help low-wage workers become more productive and help the employers who hire them improve the quality of available jobs. Congress should take the following actions to increase economic opportunities for low-wage workers: (1) reauthorize the Temporary Assistance for Needy Families program in ways that promote labor market advancement; (2) strengthen the emerging workforce development system; (3) reform Unemployment Insurance to increase access and coverage for low-wage workers; (4) make it easier for those who are already working to gain postsecondary credentials; (5) provide employers with incentives to train and support low-wage workers; (6) structure individual tax relief to reward work and help low-income families; and (7) encourage employers to raise entry-level wages. (MN)

ED 465 047 CE 083 281

Roberson, Donald N., Jr.
Andragogy in Color.
PUB DATE- 02
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Education; Adult Educators; *Adult Learning; *Andragogy; Cultural Context; Cultural Differences; *Cultural Pluralism; *Culturally Relevant Education; Definitions; Educational Theories; Ethnic Groups; Indigenous Populations; Learning Theories; Minority Groups; Models; Postsecondary Education; Racial Differences; Social Environment; Teacher Student Relationship; Transformative Learning
IDENTIFIERS- Knowles (Malcolm S)

Malcolm Knowles' theory of andragogy asserts that adult learners learn differently from younger learners and hence require a different kind of education. According to Knowles, andragogy is characterized by the following hallmarks: adult learners are self-directed, have accumulated vast experiences that add to their knowledge, are at a stage in life where they are ready to learn, engage in problem-centered learning, and are internally motivated. Andragogy not only captures the beginning of the adult education movement but also provides a perspective that is timeless and applies to adult education in a multicultural world. Several aspects of andragogy have nevertheless been contested. Some have suggested that Knowles' concept of andragogy reflects a white, male, Western orientation on life and learning rather than the individual webs of cultural significance and have challenged adult educators to move beyond the separatist ideas of andragogy and incorporate culturally responsive teaching in a culturally plural world. The following are among the actions that critics of Knowles' theory of andragogy have advised adult educators to take: (1) incorporate issues of diversity and culture into ways of knowing; (2) move beyond the family and focus on the social, economic, and political system of the learner's world; and (3) emphasize indigenous education. (MN)

ED 465 048 CE 083 282

ED 465 064 CE 083 309

Goldberg, Heidi
Improving TANF Program Outcomes for Families with Barriers to Employment.
PUB DATE- 02
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; *Employment; *Employment Potential; Employment Programs; *Employment Services; Federal Legislation; Federal Programs; *Policy Formation; Program Improvement; Success; *Welfare Recipients; Welfare Services
IDENTIFIERS- *Barriers to Participation; Reauthorization Legislation; *Temporary Assistance for Needy Families

A significant number of current and former Temporary Assistance for Needy Families (TANF) recipients have various barriers to finding and maintaining employment. Among the most common barriers are physical and mental health problems, domestic violence, low skill levels, lack of adequate or affordable housing, and limited proficiency in English. Research has shown that recipients with work barriers are less likely to find jobs, have lower earnings on average, and are more likely to lose assistance because of a sanction for program noncompliance than families without barriers. Poor outcomes are especially likely for families that experience more than one barrier to employment. Welfare reauthorization offers an opportunity to improve services and outcomes for these disadvantaged families. Changes that could be made to TANF to improve program outcomes for families with work barriers are allowing states to count individuals placed in "barrier removal" activities toward the federal work participation rates; developing sanction procedures that address barriers and increase compliance; improving service delivery for families with barriers; giving states flexibility to grant extensions; and funding innovative strategies to improve employment outcomes for recipients with barriers. (YLB)

ED 465 065 CE 083 310

Giloth, Bob; Gewirtz, Susan
Retaining Low-Income Residents in the Workforce: Lessons from the Annie E. Casey Jobs Initiative.
PUB DATE- 99
NOTE- 10p.; First in a series of research briefs about lessons learned from the Annie E. Casey Jobs Initiative.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Education; Demonstration Programs; Employment; Employment Experience; *Employment Services; *Job Placement; Labor Market; *Labor Turnover; Low Income; *Low Income Groups; *Management Information Systems; Poverty Programs; Program Implementation; *Self Evaluation (Groups); Tenure
IDENTIFIERS- *Annie E Casey Foundation

Annie E. Casey Jobs Initiative sites recognize the challenge that long-term retention poses in today's labor market for low-income residents. They have developed key elements of an operational definition of retention, including the following: no limitation to one job, but only very limited gaps between jobs; and jobs in construction or other seasonal work needing a more flexible definition. The need for self-assessment and

Validation; Questionnaires; *Recognition (Achievement); Recordkeeping; Records (Forms); Self Evaluation (Individuals); Student Attitudes; *Student Certification; Student Evaluation; Teacher Researchers
IDENTIFIERS- Best Practices; *England; *Nonaccredited Colleges
A group of adult educators in England conducted seven case studies to identify strategies for recognizing adult students' learning progress in nonaccredited programs. The case studies identified the following elements of good practice in the process of recording and validating achievement: (1) initial identification of learning objectives; (2) initial assessment of learners; (3) negotiation of learning objectives with learners; (4) learning self-assessment; (5) ongoing formative assessment; (6) progression advice and guidance; (7) a record of achievement; (8) moderation of assessment; and (9) celebration of achievement. A framework for good practice was identified, along with key issues and areas for further research and development. (This document begins with an overview of the project. Presented next are the following case studies and papers: "The City Literary Institute," by Jan Grant and Wendy Moss; "Kensington and Chelsea College Partnership: The Learning Postcard Project," by Amanda Hayes; "The Mary Ward Centre," by Olga Janssen; "Park Lane College, Leeds: The Stepping Out Programme," by Philippa Lester and Phill Hopkins; "Wigan and Leigh College," by Bernadette George; "The Workers Educational Association," by Philippa Langton; "Birmingham City Council," by Jenny Kirk; "Recognizing and Validating Nonaccredited Achievement: The Learner's Perspective," by Cheryl Turner and Kate Watters; and "Recognizing and Validating Nonaccredited Achievement: An Overview," by John Vorhaus). (MN)

ED 465 082 CE 083 348

Curtain, Richard
Online Delivery in the Vocational Education and Training Sector: Improving Cost Effectiveness and Case Studies.
PUB DATE- 02
NOTE- 125p.; Case studies found in Web edition (ISBN: 1-74096-036-3) only.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Case Studies; Classroom Communication; Classroom Techniques; Classrooms; Comparative Analysis; *Computer Mediated Communication; *Cost Effectiveness; Costs; Delivery Systems; Developed Nations; *Distance Education; Educational Research; Foreign Countries; Interaction; *Online Courses; *Participant Satisfaction; Postsecondary Education; Secondary Education; Student Attitudes; Teacher Student Relationship; Teaching Methods; *Vocational Education
IDENTIFIERS- Australia
A study compared costs and effectiveness of online learning (OL) with traditional face-to-face teaching methods. Six case studies (from New South Wales, Victoria, and South Australia) provided data on these of two types of OL: (1) mixed-mode delivery using the computer and Internet in a classroom and (2) use of OL in distance education. The Webb (1999) information technology cost model was used. OL effectiveness was assessed by student questionnaires and interviews. Satisfaction ratings for different types of online learning were compared with the ratings of all technical and further education graduates. Among the findings were: (1) regarding classroom-based, mixed-mode delivery with low interactivity and heavy reliance on content,

Information; Occupational Surveys; Personnel Needs; *Personnel Selection; Professional Occupations; Professional Personnel; *Recruitment; Semiskilled Occupations; Skilled Occupations; Supply and Demand; Unskilled Occupations
IDENTIFIERS- *Germany

The success of German firms' searches for qualified personnel to fill openings in skilled occupations was examined through a statistical analysis of data from the Institut fur Arbeitsmarkt- und Berufsforschung der Bundesanstalt fur Arbeit's (IAB) establishment panel for 2000. An employer search model was used to explain the current German debate surrounding the additional demand for skilled labor. In the theoretical approach adopted, firms decided to use an optimal strategy for searching for new staff. For this purpose, firms set a minimum qualification level for applications with whom they concluded employment contracts. If qualification requirements must be determined exogenously, however, pursuing an optimal search strategy may become impossible and a firm's demand for labor may remain unsatisfied. Analysis of data from the IAB establishment panel established that it is particularly difficult for German employers to fill vacancies for engineers and computer scientists. Firms affected by unfilled vacancies often reported an absence of suitable applicants. The hypothesis of the search model was confirmed by multivariate analysis of the number of unfilled vacancies. Wage level, economic trends, and selected company characteristics also proved important. (Contains 14 figures and 19 references. Four tables presenting Poisson regressions, descriptions of the study variables, regional demographic structure types, and data on industry structure are appended.) (MN)

ED 465 099   CE 083 432

Cappelli, Peter
Social Capital and Retraining Policies.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 01
NOTE- 44p.; Paper presented at the National Research Conference (1st) sponsored by the Office of Workforce Security, Employment and Training Administration, U.S. Department of Labor.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Learning; *At Risk Persons; Comparative Analysis; Definitions; Dislocated Workers; *Education Work Relationship; Educational Attitudes; Educational Finance; Employer Attitudes; Employer Employee Relationship; *Employment Practices; Human Capital; Human Resources; Job Layoff; *Labor Force Development; Labor Turnover; Literature Reviews; Organizational Climate; Organizational Objectives; Postsecondary Education; Predictor Variables; *Retraining; Skill Obsolescence; *Social Capital; Statistical Analysis; Training Objectives; Work Environment

The question of why some employers opt to lay off current workers and hire new workers with different skills while other employers retrain and retain their workers was examined. First, the literature on employer-provided training and the role of social capital in the workplace was reviewed. Next, data from a 1994 national employers survey of firms in the manufacturing sector with more than 100 employees (of the 4,633 eligible establishments contacted, 3,358 (73%) responded) were analyzed to test the following hypotheses: (1) retraining should be more for learners, support from senior management, organizational support for trainers, and a flexible learner-centered approach; (4) similar types of learner support were successful in both VET institutions and in businesses. Explanation of study methodology and the case studies are appended to the document. (Contains 67 references.) (KC)

ED 465 116   CE 083 474

D'Amico, Ronald; Martinez, Alexandria; Salzman, Jeffrey; Wagner, Robin
An Evaluation of the Individual Training Account/Eligible Training Provider Demonstration. Final Interim Report.
SPONS. AGENCY- Employment and Training Administration (DOL), Washington, DC.
PUB DATE- 01
NOTE- 128p.; Subcontracted from Mathematica Policy Research, Inc.; Paul Decker, Project Director.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Information; Case Studies; Coordination; Counselor Client Relationship; Course Selection (Students); Data Collection; Delivery Systems; Demonstration Programs; Educational Quality; Information Management; *Job Training; *Linking Agents; Organizational Climate; Program Development; Program Effectiveness; Program Evaluation; *Student Financial Aid; Trainers
IDENTIFIERS- *Customer Services; Individual Training Accounts; Workforce Investment Act 1998

In March 2000, thirteen grants were awarded as part of the Individual Training Account/Eligible Training Provider (ITA/ETP) Demonstration. In summer and fall of 2000, the grant recipients' activities were subjected to an interim evaluation. Site visits were made to each grantee to determine what ITA policies and practices were being formulated, how ETP lists were being assembled, and what information was available in the consumer report systems about eligible programs from which customers can choose a training provider. The following were among the interim evaluation's conclusions: (1) although flexibility is clearly being embraced by all grantees, it is causing some confusion and uncertainty; (2) for a variety of reasons, a substantial drop-off in the number of persons entering training is predicted; (3) sites are maintaining a strong customer focus in their approach to the Workforce Investment Act's three service levels; (4) customer choice, informed by good information, is clearly apparent in how sites are working with customers to help them select training programs and vendors; (5) frontline staff are generally playing roles that support informed choice; and (6) the underdeveloped state of most consumer report systems has meant that most customers have not been basing their training decisions on concrete and comparable information about vendor performance. (MN)

ED 465 117   CE 083 475

Kramer, Fredrica D.; Nightingale, Demetra Smith; Trutko, John; Spaulding, Shayne; Barnow, Burt S.
Faith-Based Organizations Providing Employment and Training Services: A Preliminary Exploration. Revised.
SPONS. AGENCY- Employment and Training Administration (DOL), Washington, DC.
PUB DATE- 02

older at first intercourse after controlling for age and gender. Religiosity and communication did not predict contraceptive use. Results suggest religiosity and parental communications about sex contribute independently to the sexual socialization of Latino youth. (Contains 64 references and 3 tables.) (Author)

ED 465 135 CG 031 766

Rowles, Dorothy; Gambone, Kirsten; Szuchyt, Jamie; Deitrick, Susan; Gelband, Amy; Lu, Barbara Chris; Zohe, Dorothy; Stickney, Deborah; Fields, Susan; Chambliss, Catherine
Helping Students Prepare To Juggle Career and Family: Young Adults Attitudes toward Maternal Employment.
PUB DATE- 02
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Attitude Measures; Counseling; *Employed Parents; *Family Work Relationship; Higher Education; *Mothers; *Student Attitudes; Undergraduate Students

Counseling students in order to help them make sound educational, career, and personal decisions requires an understanding of their values, priorities, and preconceptions about their options. The present study explored the attitudes of male and female college students regarding maternal employment, and their own career and family expectations, in order to assist those who counsel this population. Perceptions of the benefits and costs associated with maternal employment were assessed through administration of the Beliefs about the Consequences of Maternal Employment for Children questionnaire (BACMEC). Disparities between males' preferences for spousal employment and females' preferences for employment at different developmental stages of children's lives were examined. Results reveal that male participants' mothers' employment during their early childhood was significantly associated with their preferences regarding their future wives' employment during their children's infancy. Analyses of female employment preferences showed significant effects for preferences during the preschool, elementary school, and adolescent years. Women whose own mothers had worked while the participants were young were more likely to prefer working at these developmental stages of their own children. (Contains 42 references.) (GCP)

ED 465 136 CG 031 767

Habicht, Manuela H.
Beat the Blues: A CBT Based Program for the Treatment of Depressive Symptomatology.
PUB DATE- 01
NOTE- 141p.; CBT stands for Cognitive Behavioural Therapy.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Anxiety; *Behavior Modification; *Cognitive Restructuring; Counseling Techniques; *Depression (Psychology); Group Counseling; Program Descriptions; Program Guides; Psychophysiology

The present Beat the Blues Program is based in a cognitive-behavioral model. It has been developed as an 8-module group treatment program for 8-10 participants and is usually run over

Edlger, Marlow
The Ultimate Goal of Reading Instruction.
PUB DATE- 02
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Decision Making; Discussion (Teaching Technique); *Educational Objectives; Elementary Education; Evaluation Methods; *Problem Solving; *Reading Instruction; Reading Material Selection; *State Standards; Student Interests; *Thinking Skills

Four goals of reading instruction are problem solving, securing ideas, achieving state mandated standards, and making decisions. These broad goals provide general direction for teachers in teaching reading. In order to apply reading to problem solving, a teacher may propose a life-like and important problem to students. The pupils then select reading materials to obtain possible solutions. If a teacher would prefer to focus on conveying ideas through reading to students, the teacher may chose readings that will challenge pupils. In addition, quality discussions help pupils learn the important ideas from the subject matter. State mandated standards for reading provide specific objectives for teachers to follow as well as evaluation techniques for student progress. Finally, when decision-making is a goal of reading, pupils chose their reading materials according to their individual interest and developmental level. (PM)

ED 465 158 CS 510 793

Strong, Richard W.; Silver, Harvey F.; Perini, Matthew J.; Tuculescu, Gregory M.
Reading for Academic Success: Powerful Strategies for Struggling, Average, and Advanced Readers, Grades 7-12.
PUB DATE- 02
NOTE- 198p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Content Area Reading; Learning Activities; *Reading Comprehension; Reading Difficulties; *Reading Strategies; Reading Writing Relationship; Secondary Education; Student Needs; *Study Skills
IDENTIFIERS- Reading Style; Reading Thinking Relationship

Students' mastery of subject matter rests heavily upon their ability to read proficiently. Likewise, a teacher's capacity to cover all the material in a course and cultivate successful learners depends largely on the students' reading skills, as these skills are inextricably linked to problem solving, critical thinking, writing, researching, organizing ideas, reasoning, and creativity. Through specific examples, real-life scenarios, diagrams, and detailed guidelines, this book conveys the most fundamental and effective means to boost secondary school student learning and teacher performance. Key features in the book include: exploration of the seven core reading challenges--and corresponding strategies for success; tips for tailoring each strategy to distinct disciplines, from science and mathematics to English and social studies; a "Strategies for Struggling Readers" section in each chapter that highlights

NOTE- 50p.; Sponsored by the Montreal Quebec Chapter of Phi Delta Kappa International.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Classroom Techniques; Instructional Effectiveness; Language Arts; Mathematics; Middle Schools; Sciences; Social Studies; *Story Telling; *Student Motivation
IDENTIFIERS- *Character Education; Oral Learning; Oral Literature

Preparing and telling stories in the classroom is fun for both teacher and student, and stories have great value as motivational tools to enhance instruction. Students who have difficulty recalling facts from the textbook easily remember the concepts that are contained within a story. Stories seem to provide frameworks that aid understanding and retention. This Fastback offers tips for using storytelling in middle grade classrooms, noting that having students do the storytelling may have greater motivational benefit than having the teacher tell the stories to the students. The Fastback states that storytelling by students helps to develop higher-level thinking skills, such as analysis and synthesis, as well as skills in oral composition. It is divided into the following sections: Telling Stories in the Classroom; Stories and the Middle Grades; Everyone Can Be a Storyteller (Choosing the Right Story; Getting Started; Additional Tips); Storytelling in the Content Fields (Storytelling in the Social Studies; Family Stories; Storytelling in the Language Arts; Storytelling in Mathematics; Storytelling in the Sciences); More Stories for the Content Areas (Social Studies; Language Arts; Mathematics; Science); Character Education: The Moral of the Story; and The End of Our Story. Lists 67 books and 2 periodicals as resources. (NKA)

ED 465 178   CS 511 151

Read-To-Achieve Grant Program Annual Report to the Colorado Department of Public Health and Environment.
PUB DATE- 01
NOTE- 30p.; Pursuant to Senate Bills 00-124 & 00-71 (22-7-506 C.R.S.)
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Education; Program Evaluation; Program Implementation; *Reading Achievement; Reading Improvement; *Reading Programs; Reading Skills; *State Programs
IDENTIFIERS- *Colorado

Colorado Senate Bill 00-71 and S.B. 00-124 established the Read-to-Achieve Grant Program. The purpose of the program is to solicit proposals from any elementary school, including a charter school, or consortium of schools, to fund research-based intensive reading programs. The funding opportunity was designed specifically for second and third grade students and students between third and fourth grades whose literacy and reading comprehension skills are below the level established by the State Board of Education in the Colorado Basic Literacy Act (CBLA). In fiscal year 2000/2001, the program received a total appropriation from the Tobacco Settlement Funds of $15,895,687--99% of the funds have been distributed directly to schools implementing intensive reading programs through Read-to-Achieve contains the Phase One survey instrument for a national study of leadership in middle-level schools. (Contains 110 references.) (RT)

ED 465 198 EA 031 677

Lumsden, Linda; Miller, Gabriel
Dress Codes and Uniforms.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 02
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022), Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Administrator Guides; Court Litigation; *Dress Codes; Educational Environment; Elementary Secondary Education; School Policy; *School Uniforms; Student Behavior

Students do not always make choices that adults agree with in their choice of school dress. Dress-code issues are explored in this Research Roundup, and guidance is offered to principals seeking to maintain a positive school climate. In "Do School Uniforms Fit?" Kerry White discusses arguments for and against school uniforms and summarizes the state of research in this area. Deborah Elder evaluates the implementation and effects of a mandatory uniform policy at two middle schools in "Evaluation of School Uniform Policy at John Adams and Truman Middle Schools for Albuquerque Public Schools." Todd DeMitchell and colleagues, in "Dress Codes in the Public Schools: Principals, Policies, and Precepts," report on principals' views on dress codes and look at sample policies. In "School Uniforms: Can Voluntary Programs Work? Experimenting in an At-Risk School," Richard Dougherty describes the adoption of a voluntary uniform policy at a middle school. Benjamin Dowling-Sendor examines a school-uniform case and discusses legal elements. (RT)

ED 465 199 EA 031 678

Church, Mary B.
Comprehensive School Reform Demonstration Program: The Third Wave and Its Preliminary Effects. PREL Briefing Paper.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Demonstration Programs; Educational Research; *Educationally Disadvantaged; Elementary Secondary Education; Program Evaluation; Program Implementation
IDENTIFIERS- *Comprehensive School Reform Demonstration Program; *Pacific Region; Reform Efforts

A third wave of school reform, originating in the United States, has arrived in the Pacific region. The first wave, which occurred in the 1980s, resulted in increased teacher salaries, core-subject requirements, and an expanded academic calendar. The second wave led to improved teaching conditions, with greater emphasis on professional development and teacher retention. The third wave, involving the Comprehensive School Reform Demonstration (CSRD) program, is directed at the whole parents, teachers, and principals to identify concerns about the middle-level program and recommend strategies for its strengthening and refinement. A comprehensive task force was formed to examine the middle-school program, using researchers for this study as external facilitators. The task force was expected to collect data relevant to locally based issues and make decisions based on the data. These and other actions resulted in the refinement of questions that needed to be addressed, the specifying of how task-force work was to be done, and the building and maintenance of trust among members. The task force was thus transformed from a committee into a collaborative, working community. The district's review of its middle-school program continues with a task force that has matured and hopes to sustain community trust and confidence in its middle-school program. (Contains 33 references.) (RT)

ED 465 219 EA 031 701

Touchton, Debra; Acker-Hocevar, Michele
Using a Lens of Social Justice To Reframe Principals' Interviews from High Poverty, Low Performing Schools.
PUB DATE- 01
NOTE- 23p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (15th, Cincinnati, OH, November 2-4, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Disadvantaged Schools; Elementary Secondary Education; *Equal Education; *Poverty; Principals; Social Problems

Students, teachers, principals, and communities in areas of high poverty and high proportion of minorities are struggling to improve their test scores in this time of high-stakes testing and accountability. Discrimination, inequities, and injustices prevalent in these schools and communities are also issues that must be addressed. Ten principals from 10 schools labeled as failing were interviewed in a previous study. Their responses were reanalyzed using the concept of social justice as a lens to frame this new study's investigation. Four major themes emerged from the interviews: (1) effects of poverty; (2) building organizational capacity; (3) high-stakes testing and grading of schools; and (4) recruitment and retention of quality teachers. Results suggest that it is the lack of understanding of the effects of poverty that limits children's success in high-poverty schools. School leaders today need to be aware of the effects of poverty on teaching and learning, to know what effective practices are and how to support them in their schools, to know how context influences their roles and relationships in schools and within their communities, and to embrace the role of the educator in schools of poverty to transform the opportunities for children of poverty, not to maintain the status quo. (Contains 18 references.) (RT)

ED 465 220 EA 031 702

Stader, David L.; Neely, Robert O.
Portfolios for Professional Growth and Documenting ISLLC Standards.
PUB DATE- 01
NOTE- 11p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (15th, Cincinnati, OH, November 2-4, 2001).

Foundation. For 1998 revision of English version, see ED 436 057.
LANGUAGE- Spanish
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Children; Communication Skills; Communication (Thought Transfer); *Deaf Blind; Evaluation Methods; *Expressive Language; Individualized Programs; Interaction; *Interpersonal Communication; Interpersonal Competence; *Language Acquisition; *Nonverbal Communication; *Receptive Language; Skill Development

This document consists of three separately published fact sheets combined here because of the close relationship of their subject matter. The first fact sheet, "Communication Interactions: It Takes Two" (Kathleen Stremel), defines communication; suggests ways to find opportunities for interactive communication; offers specific suggestions for improving interactions (such as interacting often, allowing the child to participate in as many activities as possible, and providing examples for others); and gives an example of communication interaction. The second fact sheet, "Expressive Communication: How Children Send Their Messages to You," defines expressive communication, lists reasons to communicate at an early age and at a later age, explains use of a communication map to assess the child's expressive communication, recognizes the progressive nature of communication development in planning an individualized program, and presents guidelines for developing an effective communication program. The third fact sheet, "Receptive Communication: How Children Understand Your Messages to Them," defines receptive communication, offers tips for sending effective messages, and explains the use of a communication map to evaluate the child's current receptive language abilities and to design a program for the child based on his/her hearing and vision, motor abilities, and cognitive abilities. Each fact sheet also includes an annotated list of suggested resources. (CR)

ED 465 240   EC 308 996

Miles, Barbara
Perspectiva General sobre la Sordo-Ceguera (Overview on Deaf-Blindness). DB-LINK.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 95
NOTE- 10p.; For the English version, see ED 436 056.
LANGUAGE- Spanish
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adults; Adventitious Impairments; *Caregiver Role; Children; *Communication Skills; Congenital Impairments; *Coping; *Deaf Blind; *Etiology; *Individual Development; Interpersonal Communication; Language Acquisition; Physical Mobility; Quality of Life; Social Integration

This overview provides basic information on the causes of deaf-blindness and the particular challenges faced by individuals who are deaf-blind. Causes of deaf-blindness include various syndromes, multiple congenital anomalies, prematurity, congenital prenatal dysfunction, and various postnatal causes. Differences between people deaf-blind from birth and those administrators, superintendents, and board members as well as graduate students in education, the book discusses planning from the perspective of both individual facility projects and more comprehensive district-wide efforts. The responsibilities associated with administering school buildings are also approached from the individual school and district program perspectives. Part One of the book examines historical and contemporary perspectives on school facility planning. A systems perspective is provided for defining the adequacy of school buildings, and the effects of changing demographics, school reform, technology, and obsolescence are detailed. Various planning paradigms and needs assessment are the foci for Part Two. Part Three examines specific tasks related to completing a facility project. They include public opinion polling, securing professional services, and management responsibilities before, during, and after construction. Part Four includes focused issues: planning elementary schools, planning secondary schools, making enrollment projections, working with other agencies, choosing between renovation and new construction, financing capital outlay, and maintaining facilities once they become operational. (Contains a glossary and index. Each chapter contains references.) (EV)

ED 465 258   EF 006 119

Generic School Grounds Design Brief.
PUB DATE- 95
NOTE- 22p.; Published by Dorset Education Authority.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Campus Planning; Design Preferences; Design Requirements; Educational Facilities Design; Educational Facilities Planning; Elementary Secondary Education; Foreign Countries; Landscaping; Schools; *Site Development; Structural Elements (Construction)
IDENTIFIERS- England

This document was produced to provide architects, planners, and builders with an educational design brief for Dorset, England school grounds. The County Education Planning and Development Department will use it as an educational and curriculum statement to complement their more detailed and specific building briefs. The brief uses many of the ideas and some of the text of "The Outdoor Classroom: Building Bulletin 71." The brief addresses: educational and social demands on school grounds; consultation; site survey, appraisal, and records; optional layouts; site of buildings; building, configuration, fabric, and services; access and circulation; car parks; site boundaries and enclosures; hard play areas and surfaces; site furniture; earth modeling and soils; grass sports and recreation areas; soft landscapes; growing plants; keeping animals; advance work; aftercare; and statutory and legal requirements. (Appendices contain possible site features, a management policy statement of objectives, and a list of plants.) (EV)

ED 465 259   EF 006 120

Mackellar, Ian, Ed.
STAO Science Laboratory Facilities Design Guide.
PUB DATE- 99

(represented by applications, language competence, global citizenship, and strategies). The framework is intended to be used for languages other than English, French, and Aboriginal languages. It provides outcomes for a 3-year program that students would enter in 10th grade and stay in until 12th grade. An introductory section discusses the background, rationale, assumptions, effective language learning, conceptual model, and organization of the framework. The main section examines the 3-year program, providing specific outcomes for each grade of the three-level course of study and focusing on applications, language competence, global citizenship, and strategies. Five appendixes look at: using the framework, areas of experience, global list of strategies, sample list of text forms, and glossary. (Contains 28 references.) (SM)

ED 465 279   FL 027 299

Francophone Governance Implementation Handbook. Revised.
PUB DATE- 02
NOTE- 63p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Legislation; Elementary Secondary Education; *English (Second Language); Equal Education; Foreign Countries; *French; *Governance; *Language Minorities; *Language of Instruction; Public Education
IDENTIFIERS- Alberta; *Francophone Education (Canada)

Canada's Constitution guarantees the right to the English-speaking minority in Quebec and the French-speaking minority elsewhere in Canada to have their children receive K-12 public education in the language of the linguistic minority of that province. A working group recommended a guarantee to Francophones of a distinct right of management and control of the education of Francophones. The government of Alberta developed a model for Francophone governance, and the Francophone Governance Implementation Committee developed the "Francophone Governance Implementation Handbook" to answer questions about the implementation and maintenance of Francophone governance. This guide presents: "Historical Background"; "Francophone Education Regions"; "Regional Authorities"; "Operational Funding to a Regional Authority"; "Transfer of Assets from a School Board to a Regional Authority"; "Transfer of Non-Teaching Employees from a School Board to a Regional Authority"; "Elections"; and "Bibliography." Three appendixes include applicability of legislation, ministerial orders, and forms. (SM)

ED 465 280   FL 027 300

Bay, Dale
A Study of the Effectiveness of Content-Based Sensitivity Training for Japanese Nurses in Oral English Classes.
PUB DATE- 00
NOTE- 9p.; In: Annual of Keio Junior College of Nursing, v10, pp11-17, Mar 2000.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; *Consciousness Raising; *Cultural Awareness; *English (Second Language);

IDENTIFIERS- Japan

This paper describes unique opportunities offered by the Internet for Japanese college students learning to write in English. It focuses on tasks that students were assigned using discussion forums on the Internet. It begins by describing the Web site, which is http://www.esljapan.com , looking at software considerations, privacy issues, operating system compatibility, and the forum. It goes on to examine teaching methods (types of classes and method applied); procedures and problems; teaching points (headline reading, subject line reading, and peer writing); and the Intensive English Programme, which involved diary writing. Using Communicative English Language Test data as a measure of student ability, the study examined whether it was possible to predict that students with greater ability would post more frequently or post more lines to the Web site than students with lower ability. Results found no relationship between test scores and frequency of student postings. The paper recommends considering other factors that might be indicative of student motivation (e.g., their grades being based on how often they posted). (SM)

ED 465 300   FL 027 352

Oller, D. Kimbrough, Ed.; Eilers, Rebecca E., Ed.
Language and Literacy in Bilingual Children. Child Language and Child Development.
PUB DATE- 02
NOTE- 318p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Acculturation; *Bilingualism; Educational Research; Elementary Secondary Education; English (Second Language); Grammar; Hispanic American Students; Language Proficiency; Language Skills; Language Usage; *Literacy; Morphology (Languages); Phonology; Research Methodology; Spanish; Standardized Tests; Student Evaluation; Syntax; Writing Skills
IDENTIFIERS- *Biliteracy; Miami Dade County Public Schools FL

This collection of papers reports research on the effects of bilingual learning on the ability to speak two languages and the ability to acquire full literacy in both. There are 12 chapters in 4 parts. Part 1, "Background," includes (1) "Assessing the Effects of Bilingualism: A Background" (D. Kimbrough Oller and Barbara Zurer Pearson) and (2) "An Integrated Approach to Evaluating the Effects of Bilingualism in Miami School Children: The Study Design" (D. Kimbrough Oller and Rebecca E. Eilers). Part 2, "Overall Results on Language Use and Standardized Test Performance," includes (3) "Bilingualism and Cultural Assimilation in Miami Hispanic Children" (Rebecca E. Eilers, D. Kimbrough Oller, and Alan B. Cobo-Lewis); (4) "Effects of Bilingualism and Bilingual Education on Oral and Written English Skills: A Multifactor Study of Standardized Test Outcomes" (Alan B. Cobo-Lewis, Barbara Zurer Pearson, Rebecca E. Eilers, and Vivian C. Umbel); (5) "Effects of Bilingualism and Bilingual Education on Oral and Written Spanish Skills: A Multifactor Study of Standardized Test Outcomes" (Alan B. Cobo-Lewis, Barbara Zurer Pearson, Rebecca E. Eilers, and Vivian C. Umbel); and (6) "Interdependence of Spanish and English Knowledge in Language and Literacy among Bilingual Children" (Alan B. Cobo-Lewis, Barbara Zurer Pearson, Rebecca E. Eilers, and Vivian C. Umbel). Part 3, "Probe Studies on Complex Language Capabilities," includes (7) "Narrative Competence among Monolingual and Bilingual School Children in Miami" (Barbara Zurer Pearson);

NOTE- 54p.; Software available at: http://www.sfadownload.ed.gov.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Administration; *Computer Software; Data Analysis; Higher Education; *Quality Control; *Student Financial Aid; *Training
IDENTIFIERS- EDExpress; Free Application for Federal Student Aid

This training manual introduces "Quality Analysis for Windows: A Verification Tool," personal computer software developed by the U.S. Department of Education to assist institutions of higher education in increasing the accuracy of student financial aid awards, improving campus verification procedures, and enhancing management effectiveness. The Tool is part of the EDExpress suite of software and is available to all schools. It helps schools analyze student data from the Free Application for Student Financial Aid to determine if changes in student reported data elements had an impact on eligibility for aid. This manual explains how to acquire the software, how to set it up, and how to create a database of records. It also describes data entry, initiating queries, and setting up the verification edit profiles. Three individual exercises are included, and resources for additional help are described. An appendix contains samples of additional verification reports. (SLD)

ED 465 322 HE 034 958

Pell Grants, 2002-2003. EDExpress Training. Participant Guide.
PUB DATE- 02
NOTE- 261p.; Software available at: http://www.sfadownload.ed.gov.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Educational Finance; *Federal Aid; *Grants; Higher Education; *Student Financial Aid; *Training
IDENTIFIERS- EDExpress; *Pell Grant Program

This training manual describes new features the U.S. Department of Education has developed to improve the administration of the Pell Grant program. It explains how to set up the electronic data transfer system EDExpress for processing Pell Grant information. Six online resources are described to help the institution's financial aid office use EDExpress to administer Pell Grant processing. The learner is provided opportunities to practice creating queries with the EDExpress software and is introduced to techniques for building the database for financial aid. It also shows how reports can help the institution resolve errors and suggests ways to maintain and track student financial aid records. (SLD)

ED 465 323 HE 034 961

Comeaux, Patricia, Ed.
Communication and Collaboration in the Online Classroom: Examples and Applications.
PUB DATE- 02
NOTE- 282p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Computer Mediated Communication; *Cooperation; *Distance Education; Higher Education; *Interaction; *Online Systems; Teaching Methods

applicable to higher education. People from the groups that have historically filled deanships see definite ties among these resources, but their minority counterparts were less likely to se this picture. The paper contains suggestions about what minority deans can do to increase confidence, competence, and credibility through approaches such as mentoring, coursework, and job choice, and what universities can do to increase confidence, competence, and credibility in minority deans. (Contains 6 tables and 35 references.) (SLD)

ED 465 341 HE 034 991

Jaeger, Audrey J.
Job Competencies and the Curriculum: An Inquiry into Emotional Intelligence in Graduate Professional Education.
PUB DATE- 02
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Business Administration; Competence; *Curriculum; *Emotional Intelligence; *Graduate Students; Graduate Study; Higher Education; *Job Skills; *Professional Education

Empirical research has produced evidence suggesting that the ability to assess, regulate, and utilize emotions (i.e., emotional intelligence) is important to the performance of workers. Yet, few graduate professional program curricula adequately address the emotional and interpersonal skills that prospective employers most want in their employees and that employees find most useful in their work. This study examined the role emotions play in the academic performance of graduate students. The study used a convenience sample of 158 students in 5 sections of a general management course. Emotional intelligence was discussed in only one of the five sections. Data suggest that graduate students in a curricular group in which emotional intelligence was a focus significantly improved their emotional intelligence. The results from this study show that emotional capacities could be enhanced in the traditional graduate classroom. Furthermore, findings reveal a strong relationship between emotional intelligence and academic performance. (Contains 1 figure, 9 tables, and 63 references.) (SLD)

ED 465 342 HE 034 992

Colbeck, Carol L.; Cabrera, Alberto F.; Marine, Robert J.
Faculty Motivation To Use Alternative Teaching Methods.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 02
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beliefs; *College Faculty; Cooperative Learning; Educational Objectives; Educational Practices; Group Instruction; Higher Education; *Motivation; *Teacher Attitudes; *Teaching Methods
IDENTIFIERS- Alternative Conceptions

Motivational Systems Theory (MST; M. Ford, 1992) was used as a framework to investigate how varying motivational patterns influence faculty members use of teaching practices in their

Morgan, Robert L.; Hunt, E. Stephen
Classification of Instructional Programs: 2000 Edition.
PUB DATE- 02
NOTE- 544p.; For the public comment draft of this classification, see ED 434 592.
LANGUAGE- English
EDRS Price- MF02/PC22 Plus Postage.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- Adult Education; Allied Health Occupations; Classification; *Course Descriptions; Foreign Countries; *Higher Education; Nontraditional Education; Occupations; *Program Content
IDENTIFIERS- Canada; *Classification of Instructional Programs; United States

This third revision of the Classification of Instructional Programs (CIP) updates and modifies education program classifications, providing a taxonomic scheme that supports the accurate tracking, assessment, and reporting of field of study and program completions activity. This edition has also been adopted as the standard field of study taxonomy by Canada. The CIP contains these sections: (1) an introduction, with information about CIP development and contents; (2) an index of CIP-2000 codes and program titles; and (3) the taxonomy, with the full listing of program codes, titles, and definitions in four chapters devoted to academic and occupationally specific programs; dental, medical, and veterinary residency programs; technology education and industrial arts programs; and personal improvement and leisure arts programs. Five appendixes list French (Canadian) language and literature programs, programs deleted from CIP taxonomies, CIP codes added to this edition, an alphabetical listing of CIP-2000 programs, and a glossary. (SLD)

ED 465 364 HE 035 016

Direct Loan Basic Training, 2002-2003. EDExpress Training. Participant Guide.
PUB DATE- 02
NOTE- 338p.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Higher Education; *Student Financial Aid; Student Financial Aid Officers; *Student Loan Programs; Training
IDENTIFIERS- *Direct Lending

This participant guide instructs college financial aid personnel in the use of the EDExpress system as it relates to direct student loans. The first chapter contains a welcome and introduction to the training sessions, and the second session contains an overview of the six-step data process, a discussion of key players in direct loans (DL), a discussion of how schools process loans, and an outline of the basic concepts of records query under EDExpress, the automated financial aid system. The third session discusses beginning the process, the creation of loan records, and exporting and importing origination records. Session four deals with promissory notes, and session five discusses the creation of actual disbursements and handling those records. Making changes to DL records is the subject of session 6, and session 7 focuses on using DL tools and the reconciliation process. The final session deals with uses of reports and how to locate information resources for DL. (SLD)

An Audit on Community and Technical Colleges Enrollment Reporting.
PUB DATE- 00
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Audits (Verification); *Community Colleges; Educational Economics; *Enrollment; Enrollment Management; *Enrollment Rate; *Resource Allocation; School Funds; State Aid; State Standards; *Technical Institutes; Two Year Colleges
IDENTIFIERS- *Texas

The objective of this biennial enrollment audit is to determine that Texas' community and technical colleges are in compliance with the Coordinating Board rules and regulations, the general provisions of the General Appropriations Act, and the provisions of the Texas Education Code for the purpose of receiving state appropriations. Compliance is determined by examining the accuracy of enrollment data submitted by the colleges, helping to ensure that these colleges receive only those appropriations to which they are entitled. Any excess over the allowable 2% error may be returned to the State's General Revenue Fund. Past and present audit results indicate that the colleges consistently maintain an error rate much lower than 2%. This audit identified a total of more than $2.5 million in errors in 1999 through audit testing, colleges' self-reported errors, and errors in colleges' Spring 1999 estimates. Eleven colleges overestimated Spring 1999 semester contact hours by a total of $121,829, and 29 colleges underestimated their spring semester contact hours by a total of $353,354. The State Auditor's Office recommended no adjustments to the colleges' 2000-2001 appropriations because the errors were well within the 2% range. The audit was conducted using statistical sampling, reviewing self-reported corrections, and determining the amount of funds appropriated due to inaccurate spring semester estimates. (NB)

ED 465 385 JC 020 410

Sheldon, Debra; Tong, Channing
Report on Local Investments of Partnership Funds: Investments for 2000-2001.
PUB DATE- 01
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Basic Skills; College Role; *Community Colleges; Degrees (Academic); *Education Work Relationship; *Educational Finance; *Educational Objectives; Labor Force Development; *Outcomes of Education; Partnerships in Education; Professional Development; *Program Implementation; Transfer Programs; Two Year Colleges
IDENTIFIERS- California Community Colleges

This is a report on how California community college districts have been using their allocation of Partnership for Excellence (PFE) dollars for the 2000-2001 fiscal year. Information is gathered from all 108 California community colleges. The colleges report how they have used PFE funds to address the following five community college focus areas for improvement: (1) transfer programs; (2) degrees and certificates; (3) successful course completion; (4) workforce development; and (5) basic skills. The districts were allocated $300 million upper division baccalaureate courses. The AA-OT degree requires a minimum of 90 credits, of which at least 58 must conform to the general education and distribution requirements. Most community colleges are also authorized to offer the Associate of Science (AS), the Associate of General Studies (AGS), and the Associate of Applied Science (AAS) degrees. The handbook offers guidelines for gaining State Board of Education program approval. Guidelines are based on 10 steps, including the following: (1) the community college must determine the need for and their capacity to offer a new program or an existing program in a new location; and (2) the community college must complete a Notice of Intent to Apply for a New Program/Location. Appended are: Community Colleges and Workforce Development (CCWD) Organizational Framework; Statewide Community College Committees and Organizations; Oregon Department of Education (ODE) Organization Chart; Forms and Instructions; Advertising Do's and Don'ts; Oregon Community Colleges Workforce Course and Program Approval Matrix; and the State Course Numbering System. A state staff directory, a list of references and resources, a list of acronyms, a glossary, and an index are also included. (NB)

ED 465 404 JC 020 434

Halsne, Alana M.
Online versus Traditionally-Delivered Instruction: A Descriptive Study of Learner Characteristics in a Community College Setting.
PUB DATE- 02
NOTE- 228p.; Ed.D. Dissertation, Loyola University Chicago.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *Access to Education; Adult Students; Community Colleges; Computer Mediated Communication; *Distance Education; Ethnic Groups; Females; Internet; *Learning Modalities; Minority Groups; *Nontraditional Education; *Nontraditional Students; Outcomes of Education; Two Year College Students; Two Year Colleges; Virtual Classrooms; *Web Based Instruction; World Wide Web

This study compares the learning styles of community college students who have enrolled in an online course via the Internet with the learning styles of comparable community college students who are taking the same course on-campus in the community college setting. The students taking the online course were off-campus students. A sample consisting of 1,642 students who were enrolled in an online course or a traditional course that was also offered through the Internet at the community college during the spring 2001 semester was used for the study. There were 587 online students, of whom 340 completed the study, for a return rate of 57.9%, and 1,302 traditional students, with a return rate of 100%. Fourteen course titles with 22 different course numbers were included in the study, as well as 28 section numbers. The majority of online students were aged 26 or older, while the majority of the traditional students were under the age of 26. Findings from the study also indicate that 85% of the online students were white, versus 76% of traditional students. Family incomes were also higher for online students. The study concludes that the majority of online students have a visual learning style preference. Knowledge of learning styles may help target students who are at risk of dropping online courses. Survey instrument, permission letters, statistical frequency data tables, and crosstabulations of study findings are appended. (Contains 125 references.) (NB) geography: people, places, and environments; economics: production, distribution, and consumption). Listed after the standards for each subject area are sample assessment questions for parents to complete with their children, selected book titles for additional reading, and Web site addresses for extended learning. (EV)

ED 465 424   PS 030 203

A Guide for Parents and Families about What Your 11th Grader Should Be Learning in School This Year. Don't Fail Your Children.
PUB DATE- 01
NOTE- 8p.; For related documents in the "Don't Fail Your Children" series, see PS 030 192-204.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- English; *Grade 11; Higher Education; Language Arts; Mathematics; *Outcomes of Education; Parent Materials; Resource Materials; Sciences; Secondary School Curriculum; Social Studies; State Curriculum Guides; *State Standards; World Wide Web
IDENTIFIERS- *Curriculum Standards; *South Carolina

This guide shares information about the South Carolina Curriculum Standards with parents. The standards outline state requirements for children's learning, and what students across the state should be able to do in certain subjects. The guide lists seven key reasons for parents to be aware of the new curriculum standards, and then presents a condensed version of the standards for eleventh grade in mathematics (numbers and operation, algebra, data analysis and probability), English/language arts (reading/literature, listening, speaking, writing, research), science (inquiry, life science, earth science, physical science), and social studies (history: time, continuity, and change). Listed after the standards for each subject area are sample assessment questions for parents to complete with their children, selected book titles for additional reading, and Web site addresses for extended learning. (EV)

ED 465 425   PS 030 204

A Guide for Parents and Families about What Your 12th Grader Should Be Learning in School This Year. Don't Fail Your Children.
PUB DATE- 01
NOTE- 10p.; For related documents in the "Don't Fail Your Children" series, see PS 030 192-203.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- English; *Grade 12; High Schools; Language Arts; Mathematics; *Outcomes of Education; Parent Materials; Resource Materials; Sciences; Secondary School Curriculum; Social Studies; State Curriculum Guides; *State Standards; World Wide Web
IDENTIFIERS- *Curriculum Standards; *South Carolina

NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
DESCRIPTORS- Elementary Education; *Home Schooling; *Parent Student Relationship; Parents; *Parents as Teachers; *Reading Instruction; Reading Motivation

This paper discusses the home-schooling trend and identifies reading instructional methods used by home-schooling parents. Interviews were conducted with 5 home-schooling families of children ranging in age from 1 to 14 years. Parents reported that they began reading instruction with their child at about age 5 and agreed that instruction in phonics or letter sounds was critical to learning to read. They also reported taking the cue from each child's readiness and interest in books. Children were gradually introduced to books by their parents. Parents reported that they planned to continue home-schooling until they found a school in which they wanted to place their child or until the child no longer wanted to participate. Some parents reported participating in reading incentive programs at the public library and restaurants catering to children. The paper asserts that home-schooling parents read to, with, and around children as often as possible and that this practice contributes to their success in teaching their children to read and to enjoy reading. (Contains 12 references.) (KB)

ED 465 443 PS 030 415

Adegoke, Alfred A.
Assessing the Internal Consistency of the Self-Image Questionnaire for Young Adolescents (SIQYA): A Nigerian Investigation.
PUB DATE- 02
NOTE- 17p.; Paper presented at the Biennial Meeting of the Society for Research on Adolescence (9th, New Orleans, LA, April 11-14, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescent Attitudes; Construct Validity; *Early Adolescents; Foreign Countries; Junior High School Students; Junior High Schools; Questionnaires; *Self Concept; *Test Reliability; Test Validity
IDENTIFIERS- *Internal Consistency; Nigeria; Self Image Questionnaire for Young Adolescents

Noting the lack of self-concept research in nonwestern cultures and the need to determine if a western measure of self-image is embedded in the same network of constructs in another culture, this study examined the appropriateness of using the Self Image Questionnaire for Young Adolescents (SIQYA) with Nigerian students. Participating in the study were 162 Nigerian 11- to 13-year-olds who were Junior Secondary School students. Findings indicated that the internal consistency reliability coefficients for each of the 9 subscales were high for both boys (.89 to .90) and girls (.77 to .82), suggesting a high degree of internal consistency among the items. The test-retest reliability was assessed with 2 measures of the SIQYA obtained from the same samples 2 weeks apart and revealed a correlation of .54. Construct validity was ascertained by administering the SIQYA and a theoretically related test (Rosenberg Self-Esteem Inventory SEI) at the same testing session. With the exception of a few of the scales, the magnitude of the associations between the SEI and the SIQYA were sufficiently high. (Contains 33 references.) (KB)

Studies" (Natasha Cabrera, Jeanne Brooks-Gunn, Kristin Moore, Jerry West, Kimberly Boller, and Catherine Tamis-LeMonda); (20) "Sustaining Fragile Fatherhood: Father Involvement among Low-Income, Noncustodial African-American Fathers in Philadelphia" (Timothy Nelson, Susan Clampet-Lundquist, and Kathryn Edin); (21) "The Responsible Fatherhood Field: Evolution and Goals" (Ronald Mincy and Hillard Pouncy); and (22) "Cross-Disciplinary Challenges to the Study of Father Involvement" (Catherine Tamis-LeMonda and Natasha Cabrera). (Each chapter contains references.) (HTH)

ED 465 460   PS 030 442

Borkowski, John G.; Ramey, Sharon Landesman; Bristol-Power, Marie
Parenting and the Child's World: Influences on Academic, Intellectual, and Social-Emotional Development. Monographs in Parenting.
PUB DATE- 02
NOTE- 389p.; This publication is the result of a conference supported by the Robert Wood Johnson Foundation and the National Institute of Child Health and Human Development.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Academic Achievement; Adolescents; Adoption; Attachment Behavior; Behavior Problems; Child Care; *Child Rearing; Children; Disabilities; Early Childhood Education; Family Environment; Infants; *Parent Child Relationship; *Parent Influence; Parent Student Relationship; *Parents; Parents as Teachers; Personal Autonomy; Research Needs; Theory Practice Relationship; Twins; Welfare Reform
IDENTIFIERS- Welfare to Work Programs

Conceived around the notion that there are multiple sources of influence on children's development, this volume describes when, where, and how parenting matters and the major antecedents and moderators of effective parenting. The chapters of the volume are as follows: (1) "Beyond the Nurture Assumption: Testing Hypotheses about the Child's Environment" (Harris); (2) "What Twin and Adoption Studies Reveal about Parenting" (Rowe); (3) "Parenting Effects: Issues and Controversies" (Maccoby); (4) "The Science and Art of Parenting" (Ramey); (5) "What an Intervention Design Reveals about How Parents Affect Their Children's Academic Achievement and Behavior Problems (Cowan and Cowan); (6) "Parenting and Family Influences When Children Are in Child Care: Results from the NICHD Study of Early Child Care" (NICHD Early Child Care Research Network); (7) "Early Educational Interventions for High-Risk Children: How Center-Based Treatment Can Augment and Improve Parenting Effectiveness" (Ramey, Ramey, Lanzi, and Cotton); (8) "Parenting and Academic Achievement: Multiple Paths to Early Literacy" (Morrison and Cooney); (9) "The Adolescent as Parent: Influences on Children's Intellectual, Academic, and Socioemotional Development" (Borkowski, Bisconti, Weed, Willard, Keogh, and Whitman); (10) "From Infant Attachment to Promotion of Adolescent Autonomy: Prospective, Longitudinal Data on the Role of Parents in Development" (Sroufe); (11) "Disruptions in Parenting Behavior Related to Maternal Depression: Influences on Children's Behavioral and Psychobiological Development (Embry and Dawson); (12) "Mediation, Moderation, and Mechanisms in How Parenting Affects Children's Aggressive Behavior" (Dodge); (13) "Parenting and Adolescent Problem Behavior: An Ecological Analysis of the Nurturance Hypothesis" (Dishion and Bullock); (14) "Interparental Relations as a Dimension of Parenting" and preferences, including reasons for seeking assistance, use of charity and unofficial sources of assistance, sources and use of information by farm families, awareness of and access to services, extent of service usage and acceptability, barriers to farm families seeking assistance, training needs of service providers, agency cooperation, self-help groups, community networks, services for farmers leaving farming, attitudes toward support, gaps in services, and use of counseling services. Appendices present interview schedules and a literature review on the stresses experienced by farm families. (Contains 90 references.) (SV)

ED 465 478   RC 023 527

Black, Alan; Duff, John; Saggers, Sherry; Baines, Patricia
Rural Communities and Rural Social Issues: Priorities for Research.
PUB DATE- 00
NOTE- 156p.; Written with assistance from Anne Jennings and Paul Bowen.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Economic Development; Educational Research; Elementary Secondary Education; Foreign Countries; Postsecondary Education; *Research Needs; *Rural Areas; *Rural Development; Rural Education; Small Towns; *Social Change; Social Environment; Social Science Research; Sustainable Development; Well Being
IDENTIFIERS- *Australia; *Community Viability; Education Economy Relationship

This report recommends priorities for research into rural communities and rural social issues in Australia, based on an extensive literature review, surveys of policymaking agencies and researchers, and discussion at a national workshop in May 1999. Chapters 1-2 outline the study's background, purpose, and methodology; discuss issues in the definition of "rural"; and describe various types of social research. Chapters 3-4 examine large-scale economic adjustments affecting life in rural Australia, development issues, local government, demographic change, and community viability. Chapter 5 looks at the issue of social well-being and the integration of social, environmental, and economic objectives in the quest for sustainable rural communities. Chapter 6 addresses issues of education and learning as they bear upon rural productivity, employment opportunities, personal development, and community resilience. Chapters 7-9 consider a broad range of health-related issues; infrastructure issues related to community well-being; and other areas such as Indigenous issues, women, youth, disasters, and crime. Specific recommendations for research are offered in each area. Recommendations for educational research are concerned with education indicators for different segments of the rural population, implications of rural-urban differences in educational outcomes, outcomes of vocational education, transition of rural students to postsecondary education, and links between education and economic development. (Contains approximately 450 references.) (SV)

ED 465 479   RC 023 532

Kahn, Patricia Hymson
The Social Reform Movement Impacted Handiwork at Hindman

DESCRIPTORS- Adult Education; Business Correspondence; *Business Education; Communication Skills; Competition; Computer Security; Conservation (Environment); Consumer Education; Consumer Protection; Critical Thinking; *Ethical Instruction; Ethics; Information Systems; *Information Technology; Instruction; Integrated Curriculum; *International Trade; Locus of Control; Performance Based Assessment; Postsecondary Education; Recycling; *Second Language Instruction; Secondary Education; Teacher Attitudes; *Teacher Evaluation; Writing Apprehension

IDENTIFIERS- Electronic Commerce

This issue contains eight articles on a wide variety of topics in business and training education. "Ethics and beyond: Enhancing Communication and Critical Thinking Skills through Ethics Instruction" (Sandra A. Howard) offers strategies for incorporating ethics instruction in the business curriculum that can also enhance students' communication and critical thinking skills. "Corporate Information Systems Security: Experience and Concerns" (Heidi R. Perreault and Nancy K. Keith) discusses findings from a survey of "Fortune 1000" firms on computer-related security issues. "Writing Self-Efficacy and Writing Apprehension: Do They Affect the Performance of Students in Written Business Communication?" (Zane K. Quible) examines the effects of writing self-efficacy and writing apprehension on writing performance. "Teaching Information Technology (IT) in a Business Classroom: Perspectives for the 21st Century" (Timothy R. Kayworth) uses Porter's 5-force model of competition to provide perspectives on the role of IT and its implication for classroom instruction. "Auctions, Agents, and Consumer Advocacy: Electronic Commerce Issues for Business Curricula" (Jo Ann Oravec) explores modes through which electronic commerce advances can be introduced into business classrooms. "Recycling Perceptions and Practices of Office Employees" (Melody W. Alexander) reports statistically significant differences between recycling practices and company size. "Relationship of Locus of Control to Teachers' Attitudes toward Annual Performance Evaluation" (Larry Bennett and Helen C. Hall) reports teachers viewed the annual evaluation's usefulness for professional development and advancement as limited and not very helpful in improving classroom teaching. "International Business, Nebraska Style: Foreign Language and Business Education Teachers Model Curriculum Integration" (Bonnie J. Sibert) identifies models being used by business teachers to integrate complementary international business learning into any business education course. (Individual articles contain references.) (YLB)

ED 465 014 CE 082 988

Kegan, Robert; Broderick, Maria; Drago-Severson, Eleanor; Helsing, Deborah; Popp, Nancy; Portnow, Kathryn
Toward a New Pluralism in ABE/ESOL Classrooms: Teaching to Multiple "Cultures of Mind." Research Monograph. NCSALL Reports.
SPONS. AGENCY- National Inst. on Postsecondary Education, Libraries, and Lifelong Learning (ED/OERI), Washington, DC.
PUB DATE- 01
NOTE- 637p.
LANGUAGE- English
EDRS Price- MF03/PC26 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Basic Education; *Adult Development; Adult Learning; Adult Literacy; Classroom Techniques; Community Colleges; *Cultural Context; Cultural Differences; Cultural Pluralism; Education Work Relationship; Educational Attitudes;

transformation. The researcher says he underwent a learning process during the research for which telling the research story on various occasions was crucial. By revealing and transforming insights, the research story was crucial for the research process and result. He believes his learning process was many-sided. Methodologically, he learned about the relationship among learning, narrating, and research and about his position as a researcher in narrative biographical research. Theoretically, he learned a (narrative) way to construct a grounded framework and account for it as scientific knowledge. (Contains 33 references.) (YLB)

ED 465 032 CE 083 259

Dobson, Stephan, Ed.
Creativity and Democratic Governance. Adult Learning: A Strategic Choice. Proceedings of the ICAE World Assembly (6th, Ocho Rios, Jamaica, August 9-12, 2001) = Creativite et Gouvernance Democratique. L'apprentissage des Adultes: Un Choix Strategique. Actes de la Assemblee Mondiale du CIEA (6th, Ocho Rios, Jamaique, 9 au 12 aout 2001) = Creatividad y Gobernabilidad Democratica. Educacion de Adultos: Una Eleccion Estrategica. Actas de la Asamblea Mundial del ICAE (6th, Ocho Rios, Jamaica, Agosto 9-12, 2001).
PUB DATE- 01
NOTE- 86p.
LANGUAGE- English; Spanish; French
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Collected Works - Proceedings (021)
DESCRIPTORS- Access to Education; Adult Education; *Adult Learning; Advocacy; Conferences; *Creativity; *Democracy; Educational Finance; Educational Planning; *Educational Policy; Empowerment; *Equal Education; Foreign Countries; Global Approach; International Organizations; Lifelong Learning; Literacy Education; Organizational Objectives; *Participative Decision Making; Policy Formation; Program Administration; Sex Fairness; Strategic Planning; Trend Analysis; Womens Education; Workshops
IDENTIFIERS- *Caribbean; International Council for Adult Education; Ocho Rios Declaration

This document contains information from and about a world assembly on creativity and democratic governance in adult learning that was held by the International Council for Adult Education (ICAE) and its partner organizations in the Caribbean. The proceedings begin with English, French, and Spanish translations of the address "Welcome-Bienvenue-Bienvenidas" (Paul Belanger) and the paper "Diversity in Action: Adult Education in the Caribbean" (Eva Kupidura). Presented next are English, French, and Spanish translations of the conference schedule, which included workshop and sessions on topics such as the following: policy advocacy in adult literacy; adult learning documentation and information; lifelong learning; adult learning in prisons; Adult Learners' Week; adult learning as a tool for empowerment; global citizenship and learning gender justice; peace education; globalization and social movement learning; and training in the adult sector. An announcement describing a book on women's education published by the ICAE is presented along with the following papers: "Address by the Rt. Hon. P.J. Patterson, Prime Minister of Jamaica"; "Speech by Hans Persson"; and "Remarks at the Opening of the Sixth World Assembly International Council for Adult Educators" (Burchell Whiteman). The following items are also included: English, French, and

Roberson, Donald N., Jr.
The Seeds of Social Change from Denmark.
PUB DATE- 02
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Adult Learning; Democracy; Educational History; Educational Needs; *Educational Objectives; *Educational Philosophy; Experiential Learning; *Folk Schools; Foreign Countries; High Schools; Life Events; Popular Education; Prior Learning; *Social Change; Social Class; Social Integration; State Church Separation
IDENTIFIERS- Danish Folk Schools; *Denmark; *Grundtvig (Nicolai); Highlander Folk School TN; Horton (Myles); Knowles (Malcolm S)

N.F.S. Grundtvig was a priest, historian, poet, and founder of the Danish Folk High School. He believed that education for adults should be geared to adults and wanted schools to be independent of the church. Grundtvig was among the first to call for Denmark's schools to use the native Danish language. Grundtvig believed that each group or culture of people who shared the same language had its own national spirit or folk's spirit that should allow for free and fruitful interaction between generations and all social classes. He advocated establishing folk schools that would cater exclusively to the life experiences of adults, and he envisioned the folk school's mission as helping students think for themselves, learn to distinguish between true and false values, provide useful subjects that students wanted to know, and arouse students' interest and widen their horizon with a new view of the world. According to Grundtvig, folk schools would include time for individual work in a library, and conversations. Grundtvig's influence extended to the United States, where he also influenced the work of several specialists in adult education, including Malcolm Knowles, Martin Knowlton, Olive Campbell, and Myles Horton and the development of institutions such as Ashland College, Elderhostel, Campbell Folk School and Highlander Folk School. (Contains 12 references.) (MN)

ED 465 049 CE 083 283

Taylor, Sue, Ed.; Cameron, Helen, Ed.
Attracting New Learners: International Evidence and Practice.
PUB DATE- 02
NOTE- 67p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; *Adult Learning; Adult Students; Case Studies; Comparative Analysis; Education Work Relationship; Educational Demand; Educational Opportunities; Educational Research; *Enrollment Influences; Foreign Countries; Glossaries; Informal Education; International Programs; Job Training; *Learning Motivation; Lifelong Learning; Models; *Motivation Techniques; Nontraditional Students; Postsecondary Education; Role of Education; School Business Relationship; Statistical Analysis; Strategic Planning; *Student Recruitment; Vocational Education; Womens Education
IDENTIFIERS- Australia; Germany; Latin America; *United Kingdom

This document explores the question of how the United Kingdom can attract more people into education and training. The continuous improvement is a central assumption. Sites have developed management information systems for collecting, analyzing, and reporting outcomes data. Cross-site findings are that more than 6,000 residents have enrolled in various jobs projects across 5 sites; nearly 2,300 have been placed into jobs; those with prior work experience placed in employment experience significant hourly wage and earning increases and a higher rate of employer-provided health benefits; about 75 percent of those eligible have reached the 3-month retention milestone; people are more likely to drop out of their job placements within the first 3 months of employment or after the 6-month point; and residents in work sites where multiple residents are being hired fare better than those hired singly. These are ideas from a cross-site self-assessment meeting: jobs projects involving training help participants establish relationships with case workers, trainers, and job developers; jobs projects including pre-placement training may be screening devices; jobs projects need committed, caring, and tenacious staff; and sites are developing creative strategies for post-placement tracking. (YLB)

ED 465 066   CE 083 312

Giloth, Robert; Phillips, William
Getting Results: Outcomes Management and the Annie E. Casey Foundations Jobs Initiative.
PUB DATE- 00
NOTE- 22p.; This research brief is the second in a series of updates related to issues around retention and advancement for low-income residents and lessons learned from the Annie E. Casey Jobs Initiative.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Employment Programs; Evaluation Methods; Institutional Cooperation; *Job Placement; *Job Training; Organizational Development; Outcomes of Education; Philanthropic Foundations; Program Administration; Program Design; Program Development; *Program Effectiveness; Program Evaluation; Program Implementation; Young Adults
IDENTIFIERS- *Annie E Casey Foundation; Colorado (Denver); *Control of Outcomes; Louisiana (New Orleans); Missouri (Saint Louis); Pennsylvania (Philadelphia); Washington (Seattle); Wisconsin (Milwaukee)

The Anne E. Casey Foundation (AECF) funded replications of effective jobs projects to achieve better job placement and retention for low-income, young adults. The six projects funded, collectively called the Jobs Initiative (JI), in Denver, Milwaukee, New Orleans, Philadelphia, Seattle, and St. Louis, used an outcomes framework developed by The Rensselaerville Institute (TRI), and produced the following results over a 5-year period: 4,500 job placements through 33 different jobs projects, including short-term job readiness and long-term skill training; 6-month retention rates in the labor market of 70 percent, and 1-year retention rates approaching the same percentage; starting wages between $7 and $11 per hour, with many including health benefits. The TRI outcome-based framework induced the following changes in AECF management of JI: shift toward thinking in terms of "investment" with a rate of return in terms of human gain; reduced focus on process and inputs; use of a "milestone funnel"; small-scale and rapid prototyping; project leaders who project energy, enthusiasm and entrepreneurship; and seeing courses were high in cost compared with traditional classroom instruction and low on effectiveness in terms of student satisfaction; (2) with high levels of interactivity using the Internet and use of pre-existing Web-based resources, costs were often lower and students rated effectiveness more highly than traditional classroom instruction; regarding distance delivery, contrast was between the traditional correspondence model with its low interactivity and heavy reliance on content and online delivery with potential for high levels of interactivity; (3) using online communication for distance learning to provide high levels of interactivity could cost about twice that of a low-interaction, print-based correspondence course, but learning effectiveness ratings were better and on a par with satisfaction levels for classroom-based courses. These three strategies were suggested to improve OL cost-effectiveness: reduce costs, improve learning effectiveness, and increase volume. (Contains 46 references.) (YLB)

ED 465 083 CE 083 356

Bron, Agnieszka
Construction and Reconstruction of Identity through Biographical Learning. The Role of Language and Culture.
PUB DATE- 02
NOTE- 20p.; Paper presented at "European Perspectives on Life History Research: Theory and Practice of Biographical Narratives," European Society for Research on the Education of Adults (ESREA) Life-History and Biographical Research Network Conference (7th, Geneva, Switzerland, March 7-10, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Development; *Biographies; Change Agents; Consciousness Raising; *Cultural Differences; Cultural Exchange; Foreign Countries; Higher Education; *Immigrants; Influences; Learning Processes; Learning Theories; Literature Reviews; Modeling (Psychology); Researchers; *Role of Education; Second Language Learning; *Self Concept; Sex Differences; Social Capital; Socialization
IDENTIFIERS- *Identity Formation; Mead (George Herbert); *Sweden

The process by which people construct and reconstruct their identities when they face cultural changes resulting from education, learning, or moving to another culture was examined through a study of narratives from immigrants to Sweden and students who were in the process of learning to become researchers at a well-established university, as well as through examination of the pertinent literature. The role of biographical learning in individuals' construction and reconstruct of their identity was examined against the backdrop of George Herbert Mead's theories of intersubjectivity and self, language, and temporality. The effect that learning a foreign language or language of another social or professional group has on adult immigrants' construction and reconstruction of their identity and the process by which young researchers become academics were explored in detail. Special attention was paid to the process of young researchers' socialization to the role of member of a research community and to gender differences in the research community. The study confirmed that biographies are useful and informative material that can give insights into how identities are shaped and altered. The study also confirmed the possibility of having several different identities at the same time and coping with them accordingly in common where employers use work systems that rely on social capital (strongly supported); (2) the incidence of retraining should be greater where fixed employment costs are greater (mixed support); (3) retraining should be greater where other employer-provided training is greater (rejected); and (4) employers who retrain at-risk employees do so as part of a general policy of progressive employment practices (not supported). The analysis established that retraining is driven by the goal of preserving the social capital among current employees that is generated by specific systems of work organization. The explanations that retraining is just an employee benefit driven by employer paternalism or is simply part of an overall strategy of investment in training were rejected. A variable correlation matrix is appended. (Contains 59 references.) (MN)

ED 465 100   CE 083 436

Gal, Iddo, Ed.
Adult Numeracy Development: Theory, Research, Practice. Series on Literacy: Research, Policy, and Practice.
SPONS. AGENCY- National Center on Adult Literacy, Philadelphia, PA.; International Literacy Inst., Philadelphia, PA.
PUB DATE- 00
NOTE- 362p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Adoption (Ideas); Adult Basic Education; *Adult Learning; Adult Literacy; Adult Students; Arithmetic; Classroom Techniques; Critical Thinking; Educational Environment; Educational Needs; Educational Objectives; *Educational Practices; *Educational Research; Educational Technology; Employed Women; Evaluation Methods; Learning Theories; Literacy Education; *Mathematics Skills; *Numeracy; Problem Solving; Skill Development; Student Characteristics; Student Evaluation; Student Projects; Teacher Student Relationship; Teaching Methods; *Theory Practice Relationship; Womens Education; Writing (Composition)

This book contains 16 papers on the theory, research, and practice of adult numeracy development. The following papers are included: "The Numeracy Challenge" (Iddo Gal); "Numeracy, Mathematics, and Adult Learning" (Diane Coben); "Building a Problem-Solving Environment for Teaching Mathematics" (Peter Kloosterman, Bin Hassan Mohamad-Ali, Lynda R. Wiest); "Preparing Adult Students to Be Better Decision Makers" (Robert Clemen, Robin Gregory); "Instructional Strategies for Adult Numeracy Education" (Lynda Ginsburg, Iddo Gal); "Characteristics of Adult Learners of Mathematics" (James Steele Foerch); "Adult Numeracy at the Elementary Level: Addition and Subtraction Up to 100" (Wim Matthijsse); "Technology and the Development of Mathematical Skills in Adult Learners" (Betty Hurley Lawrence); "Teaching Mathematics to Adults with Specific Learning Difficulties" (Martha Sacks, Dorothy M. Cebula); "Writing about Life: Creating Original Math Projects with Adults" (Kare Hicks McCormick, Elizabeth Wadlington); "Learning to Learn: Mathematics as Problem Solving" (Leslie Arriola); "Journey into Journal Jottings: Mathematics as Communication" (Donna Curry); "The Challenge of Diversity in Adult Numeracy Instruction" (Harriet Hartman); "Mathematics and the Traditional Work of Women" (Mary Harris); "Assessment in Adult Numeracy Education: Issues and Principles for Good Practice" (Joy Cumming, Iddo Gal); and "Assessment of Adult Students' Mathematical Strategies" (Mieke van

NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Case Studies; Church Role; Definitions; Delivery Systems; Educational Trends; Employment Programs; *Employment Services; Financial Support; Institutional Cooperation; *Job Training; Labor Force Development; National Organizations; *Nonprofit Organizations; *Organizational Objectives; Postsecondary Education; *Religious Organizations; State Church Separation; State of the Art Reviews; Training Methods; Training Objectives; Trend Analysis
IDENTIFIERS- California (San Diego); Maryland (Baltimore); Pennsylvania (Pittsburgh); Texas (Fort Worth); Welfare to Work Programs; Wisconsin (Milwaukee); *Workforce Investment Boards

The role of faith-based organizations (FBOs) in providing employment-related services was examined in an exploratory study of FBOs in the following cities: Baltimore, Maryland; Ft. Worth, Texas; Milwaukee, Wisconsin; Pittsburgh, Pennsylvania; and San Diego, California. For purposes of the study, FBOs were defined as organizations that hold religious or worship services or are affiliated with a religious denomination or house of worship. Data were gathered through telephone discussions with local Workforce Investment Act (WIA) administrators or designated staff and representatives of random samples of 18 congregations/houses of worship and 9 nonprofit organizations presumed to be religiously affiliated. All five local WIAs contracted with FBOs. Although most of the religious congregations/houses of worship contacted did not formally provide employment-related services, one to three in each study city provided more formal or programmatic services that are work- related. A few congregations providing fairly substantial employment-related services served substantial numbers of individuals (several hundred annually). Like other employment service providers, FBOs offered a range of employment and supportive services, sometimes in combination with other services for their target populations. Lists of FBOs receiving welfare-to-work grants, workforce development boards contracting with FBOs, congregations providing employment-related services by city, and nonprofit FBOs in the study cities are appended. (MN)

ED 465 118   CE 083 477

MacGillivray, Lois
Youth Offender Demonstration Project Technical Assistance.
SPONS. AGENCY- Employment and Training Administration (DOL), Washington, DC.
PUB DATE- 02
NOTE- 55p.; Dan Ryan was the project officer.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Coordination; Community Programs; Correctional Education; *Correctional Rehabilitation; Crime Prevention; Delinquency; Demonstration Programs; *Education Work Relationship; Employment Services; Linking Agents; National Programs; Partnerships in Education; Poverty; Program Implementation; Program Improvement; *Social Development; Strategic Planning; *Technical Assistance; *Youth Programs
IDENTIFIERS- Barriers to Implementation

The Youth Offender Demonstration Project (YODP) combined

8 weeks. Each module focuses on aspects of the model and provides exercises, strategies, and techniques for understanding and dealing with depression and anxiety. One of the aims of this short-term program is to raise awareness for the situations that contribute to depression, the physiological correlates, the importance of thoughts/self-talk and its relationship to feelings and behavior. However within the cognitive-behavioral framework it is not sufficient to acquire an intellectual understanding of the management of depression, it is necessary to identify the triggering events, and distorted thought patterns and to learn and practice ways of constructively dealing with depressed mood as well as framing events so that they do not lead to feeling depressed in the first place. (Author)

ED 465 137 CG 031 768

Hays, Danica G.
Infusing Multicultural Counseling Competencies into Counselor Training Curriculum.
PUB DATE- 02
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Career Development; *Competence; *Counselor Training; *Cultural Pluralism; *Curriculum Development; Evaluation; Helping Relationship; Higher Education
IDENTIFIERS- Council for Accred of Counsel and Relat Educ Prog; *Multicultural Counseling; Professional Identity

Multicultural counseling competencies have become an increasingly important component of counselor training. This article presents rationale for infusing multicultural competencies into select CACREP course areas, which are assessment, helping relationships, professional identity, and career development. Concrete activities that encompass proposed counselor training program goals, instructional strategies, and guidelines and objectives recommended in past research are presented for these curricular areas. This article also examines future directions for multicultural competency research. (Contains 41 references.) (Author/JDM)

ED 465 138 CG 031 769

Schulenberg, John; Maggs, Jennifer L.
A Developmental Perspective on Alcohol and Other Drug Use during Adolescence and the Transition to Young Adulthood. Monitoring the Future Occasional Paper.
SPONS. AGENCY- National Inst. on Alcohol Abuse and Alcoholism (DHHS), Rockville, MD.; National Inst. on Drug Abuse (DHHS/PHS), Bethesda, MD.
PUB DATE- 01
NOTE- 78p.; Also funded by the Alcoholic Beverage Medical Research Foundation.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adolescent Development; *College Students; *Developmental Stages; *Drinking; *Drug Use; Higher Education; Program Development; *Student Adjustment; Young Adults

ways to meet the needs of students with learning disabilities and other special needs; and practical applications that implement and reinforce research findings, including the five common characteristics of successful readers. Chapters in the book are: (1) "The Challenge of Textbook Reading"; (2) "Becoming a Thoughtful Note Maker"; (3) "Managing and Mastering Vocabulary"; (4) "Reading beyond the Information Given: Thinking and Reading in the Content Areas"; (5) "Turning Questions into Quests"; (6) "The Reading-Writing Connection"; and (7) "Reading Styles: The Key to Reading Success." (Contains 89 references.) (NKA)

ED 465 159   CS 510 800

McLaughlin, Maureen; Allen, Mary Beth
Guided Comprehension in Action: Lessons for Grades 3-8.
PUB DATE- 02
NOTE- 233p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Classroom Techniques; Elementary Education; Learning Activities; Lesson Plans; *Reading Comprehension; *Reading Instruction; *Reading Strategies; *Thematic Approach

This book contains a collection of lessons that will help teachers expand their strategies for teaching reading comprehension with the Guided Comprehension Model. According to the book, the Guided Comprehension Model is a step-by-step teaching framework that encourages students to become active, strategic readers by providing direct and guided strategy instruction, numerous opportunities for engagement, and a variety of texts and instructional settings. The book provides classroom-tested instructional plans and resources for teaching reading comprehension strategies within a variety of themes: multiple perspectives, mystery, favorite authors, poetry, biography and autobiography, and fantasy. Each theme-based chapter in the book presents the components for implementing the Guided Comprehension Model in grades 3-8: a theme description, theme-based plan, planning forms and lessons, teacher commentaries and think-alouds, samples of student work, and theme-based resources including related texts, websites, performance extensions across the curriculum, and culminating activities. A final chapter suggests even more themes and resources, and provides practical forms for planning themes and lessons based on the Model. Teaching ideas and blackline masters to support strategy applications in the theme-based lessons are included in an appendix. (Contains 28 references.) (NKA)

ED 465 160   CS 510 844

Lesure, Debbie; Richardson, Katie
Help Me Learn To Write: Strategies for Teaching Struggling Writers, Grades 3-6. Help Me Learn.
PUB DATE- 02
NOTE- 209p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

grants. One of the main principles of the program is to ensure accountability for the planned and actual use of the funds. A comprehensive review process involving 222 trained reviewers from across Colorado with expertise in reading and school-based reform was used to make sure research-based programs were in place in funded schools. Detailed feedback was provided to all 817 applicants for these funds. This annual report consists of the following: Executive Summary; Background; Part 1: Implementation of Grant Program; and Part 2: Evaluation of Program. (Includes 2 tables. Contains three attachments: Rules for the Administration of the Read-to-Achieve Program; Read-to-Achieve Board; and Sample Feedback Document.) (NKA)

ED 465 179 CS 511 152

Schools and Parents Partnering for Student Success: A Parent's Guide to the Mississippi Curriculum Frameworks for Reading, Language Arts, and Mathematics.
PUB DATE- 00
NOTE- 70p.; Some text is not formatted correctly.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - General (130)
DESCRIPTORS- *Academic Standards; Benchmarking; Elementary Education; *Language Arts; *Mathematics Instruction; Parent Participation; *Reading Instruction; State Curriculum Guides; State Programs; *State Standards; Student Educational Objectives; *Writing Instruction
IDENTIFIERS- *Mississippi

Effective parental involvement extends itself beyond the classroom and into the home by providing academic support. Indeed, parents must be committed to strengthening the partnership between the home and Mississippi's schools. This curriculum guide, with a clear, easy-to-follow design, is intended as a resource guide to help parents understand the Mississippi Curriculum Frameworks for reading, language arts, and mathematics through eighth grade. The purpose of this guide is to provide parents with a description of what children are expected to know and be able to do in reading, language arts, and mathematics. In addition, the guide can and should be used in the home to extend what children are learning in school. The guide is organized by curriculum frameworks and grade level. It cites "benchmarks" consisting of what a child should be able to do by the end of the designated grade level, and items have been included for each benchmark from which the new Mississippi Grade Level Testing Program will be based upon. The guide is divided into the following sections: Mississippi Pre-Kindergarten Curriculum; K-3 Reading Instructional Intervention Supplement; K-3 Writing Instructional Intervention Supplement; 4-8 Reading Instructional Intervention Supplement; 4-8 Writing Instructional Intervention Supplement; English Language Learners Instructional Intervention Guide; and Mathematics Instructional Intervention Supplement. (NKA)

ED 465 180 CS 511 187

Chang, Carrie
The Reader Effect (Instruction/Awareness of Text Structure) and Text Effect (Well-Structured vs. Bad-Structured Texts) on First and Second/Foreign Language Reading Comprehension and Recall--What Does Research Teach Us?

educational system, with special focus on schools with large populations of disadvantage students. This paper discusses the application and evaluation of CSRD in the Pacific region. The program provides startup funds for state-of-the-art education in school communities in the Pacific. It is grounded in educational research through nine core components and model programs, the top 10 of which are described. Practitioners and departments of education are being instructed in empirically based reforms meant to affect entire school curricula and instructional practices. Successful implementation depends upon strong leadership and universal commitment to the reform throughout the school community. CSRD's most positive impact may be to open educators' minds to the vast array of high-quality instructional and curricular practices, encouraging their application. (RT)

ED 465 200 EA 031 679

Koki, Stan
Bullying in Schools Should Not Be Par for the Course. PREL Briefing Paper.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Aggression; *Bullying; Child Rearing; Elementary Secondary Education; Foreign Countries; Intervention; Prevention; Regional Characteristics; Violence
IDENTIFIERS- *Pacific Region

While it might appear to be a harmless rite of passage, bullying can have deadly consequences for some school children. Reports from Norway, England, and Japan indicate that children have allegedly committed suicide following episodes of severe bullying. Researchers agree that bullying is worldwide in scope and negatively impacts the general school culture and students' right to attend safe schools free of fear. There seems to be a lack of bullying among Pacific Island children, perhaps because it is a group experience (friends coming to the aid of a victim). In Micronesia and Polynesia, traditional child-rearing is usually indulgent, protective, and supportive, with collective and shared authority over children, values that might positively influence later behavior. Studies indicate a strong correlation between bullying other students during school years and criminal behavior in adulthood. Bullying seems to increase during elementary years, peak during junior high school years, and decline during high school years. An intervention approach includes distributing an initial questionnaire to student and adults, increasing personal awareness, establishing class rules, and incorporating other components of anti-bullying programs. There is still a great need for schools to be vigilant of bullying behavior and take preventive action. (RT)

ED 465 201 EA 031 680

Koki, Stan
Promising Programs for Schoolwide Reform. PREL Briefing Paper.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Education; Administrator Qualifications; Critical Thinking; Elementary Secondary Education; *Evaluation Methods; Personnel Evaluation; *Portfolio Assessment; Profiles; Qualifications; Self Evaluation (Individuals)

Portfolios for preservice teachers have become commonplace. However, their use in administrator training programs has met with resistance because of problems inherent in portfolio design and the fact that they are difficult to assess. A portfolio design is suggested in this paper that consists of a leadership framework and a belief matrix. The leadership framework is composed of eight paragraphs designed to communicate the intended message succinctly: (1) philosophy of education; (2) philosophy of leadership; (3) vision for teaching and learning; (4) vision for teachers; (5) vision for the organization; (6) vision for school improvement; (7) vision for professional growth; and (8) vision for developing professional learning communities. The belief matrix contributes to the students' ability to reflect upon their dispositions and to express them succinctly. The matrix can be tailored to the strengths and skills of the individual candidate or tailored to a specific job description. The standards section is organized around performance activities or experiences that demonstrate International Educational Leaders Licensure Consortium (ISLLC) and/or Educational Leadership Constituent Council (ELCC) standards. The portfolio concept lends itself well to the challenges of assessing students in principal preparation programs in ways that are authentic and job-embedded. (RT)

ED 465 221 EA 031 703

Fields, Lynette J.
The Effects of a Professional Development Cadre on New Assistant Principals.
PUB DATE- 02
NOTE- 43p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (25th, Sarasota, FL, February 27-March 2, 2002).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Education; *Assistant Principals; *Beginning Principals; Elementary Secondary Education; Program Evaluation

First-year assistant principals are commonly faced with problems that they are not prepared for, including dealing with socialization to a new work environment, tension between administrators and teachers, resolving conflict, and learning how to be in a secondary leadership position. Sometimes they quit or request to change jobs. A professional development cadre is one possible solution for easing the transition for new assistant principals. One such cadre was developed and studied to assess how its implementation impacted the socio-emotional transition into an administrative role and how it affected their skill levels. Surveys of candidates showed that first-year assistant principals struggled the most with their general job responsibilities. Many were surprised at how little adventitiously deaf-blind are noted. Challenges facing a person who is deaf-blind are identified, especially the learning of language and orientation and mobility skills. Challenges facing the family, teachers, and caregivers are also discussed and suggestions are given in the areas of communication, orientation and mobility, individualized education, transition, and inclusion within the family. The paper stresses that individuals who are deaf-blind have a unique and valuable experience of the world and can have a high quality of life if they accept their condition, are provided educational experiences that help them maximize their abilities, and live in accepting families and communities. (Contains a descriptive guide to 7 organizations that offer help to families, caregivers, and teachers and an annotated list of 11 print resources.) (CR)

ED 465 241 EC 308 997

Miles, Barbara
Hablar el Lenguaje de las Manos Hacia las Manos (Talking the Language of the Hands to the Hands). DB LINK.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 98
NOTE- 15p.; For the English version, see ED 419 331. Afterword by Harlan Lane. Illustrations by Rebecca Marsh.
LANGUAGE- Spanish
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Children; *Deaf Blind; Elementary Secondary Education; *Expressive Language; *Sensory Experience; *Sensory Training; Sign Language; Special Education; *Tactual Perception; Teacher Student Relationship; Teaching Methods
IDENTIFIERS- *Hands

This paper examines the importance of hands for the person who is deafblind, reviews hand development, and identifies specific teaching skills that facilitate hand development and expressiveness in persons who are deafblind. It notes that the hands of a deafblind individual serve not only as tools but also as sense organs (to compensate for their missing vision and hearing) and as the primary means of expression. The literature is reviewed on the role of hands in early development in general, hand development in the child who is blind, hand development in the child who is deaf, and hand development in the child who is deafblind. Among 13 suggested teaching strategies are: (1) watch and/or touch the individual's hands and learn to read them; (2) use the teacher's hand under the child's hand to respond to exploration, to initiate topics, and to express feeling; (3) make your hands available for the child to use as he/she wishes; (4) play interactive hand games frequently; (5) make environmental provisions to encourage hand activity; (6) invite the child who is deafblind to have frequent tactual access to the environment; (7) make language accessible to the hands of the person who is deafblind; and (8) become aware of your own hands as carriers of feelings and pragmatic functions. An "afterword" by Harlan Lane suggests that people with deafblindness can teach others how to channel information through the tactile sense. (CR)

ED 465 242 EC 308 998

NOTE- 47p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Design Requirements; *Educational Facilities Design; Foreign Countries; *Science Laboratories; Secondary Education; Structural Elements (Construction)
IDENTIFIERS- *Ontario

This design guide offers guidance to science educators, architects, and others concerned with the provision of science accommodations in Ontario, Canada, either through new construction or the adaptation of existing buildings. The publication is not a blueprint for facilities nor an attempt to standardize all science programs and facilities; it is intended to be used as a starting point to support sound decision making in the creation of facilities which are effective learning environments for science programs. The guide is chiefly concerned with provision of science teaching accommodations for students in grades 7 to 12, but much of the general guidance is equally applicable to younger students in elementary school. The guide's sections address: (1) general design considerations; (2) services (such as gas and electricity); (3) ventilation and the thermal environment; (4) lighting and acoustics; (5) safety; (6) equipment, furnishings, and finishes; (7) allowance for computer technology; (8) laboratory design; (9) the preparation room; and (10) chemical storage provision. Appendices contain the Ontario building code, a summary of services required for a school laboratory, the Science Teachers' Association of Ontario (STAO) position statement regarding class size, and a listing of activities in the preparation room and their requirements. (Contains 25 references.) (EV)

ED 465 260 EF 006 121

School Safety and Security.
PUB DATE- 02
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Cleaning; Design Requirements; Educational Facilities Design; Educational Facilities Improvement; Lighting; Lighting Design; Resources; *School Buildings; School Maintenance; *School Safety; State Standards; Technology Integration
IDENTIFIERS- *California

This document offers additional guidelines for school facilities in California in the areas of safety and security, lighting, and cleanliness. It also offers a description of technology resources available on the World Wide Web. On the topic of safety and security, the document offers guidelines in the areas of entrances, doors, and controlled access to campuses; windows; visibility; traffic patterns and parking areas; play and sports areas; landscaping; fencing and gates; exterior lighting; lavatories; environmental design features; visitor control and access; and specialized sites. An extensive list of related resources is also provided. Regarding lighting

Foreign Countries; *Nursing Education; Oral Language; Postsecondary Education; *Racial Bias; Racial Discrimination; *Sensitivity Training; Social Bias; Speech Communication; Teaching Methods
IDENTIFIERS- *Content Area Teaching; Japan

This study investigated the effectiveness of providing content-based English language instruction to Japanese nursing students in their second and final year of professional training. Participants were taking a full-year elective class in oral English. The control group included students from the same nursing cohort who did not attend the oral English class. The class featured discussions and videos focusing on HIV/AIDS issues, including "inter alia" racism, discrimination against Japanese and foreign HIV/AIDS patients in Japan, and personal attitudes toward such patients. At the end of the year, both groups completed a bilingual, English-Japanese survey. Significant differences were found between the two groups, including a belief by the control group that foreigners were more likely than Japanese to be HIV/AIDS-positive and that discrimination against such persons was not similar to other types of discrimination (e.g., age, sex, race, and nationality). The results suggest that Japanese nursing students can benefit from training that addresses discrimination against foreigners in Japan. There is evidence that nursing students, and by extension nurses and other members of the medical profession, could provide better professional care if they were to receive sensitivity training in all forms of discrimination, prejudice, and racism. (SM)

ED 465 281 FL 027 301

You, Yu-Ling; Joe, Shih-Guey
Investigating the Metacognitive Awareness and Strategies of English-Majored University Student Writers.
SPONS. AGENCY- Taiwan National Science Council, Taipei.
PUB DATE- 01
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Processes; *English (Second Language); Foreign Countries; Higher Education; *Knowledge Level; *Majors (Students); *Metacognition; Second Language Learning; Writing Skills
IDENTIFIERS- Procedural Knowledge; Taiwan

This study investigated the metacognitive knowledge, especially declarative and procedural knowledge, of Taiwanese university students who majored in English and were considered skilled writers. Researchers examined their metacognitive processes and writing strategies using introspective interviews that highlighted the following: their experiences in writing English composition, what they knew about English composition, how they wrote a paragraph in English, what they did when assigned a topic to write about in English, what they did when they ran out of ideas while composing, and what they did after they finished writing a composition. Before the interviews, participants wrote an English composition on a topic presented to them by the researcher. The study examined five types of declarative knowledge and the procedural knowledge for planning and revising based on analysis of interview transcriptions. The students possessed the metacognitive knowledge and strategies needed to write well. First, they underwent a recursive writing process. They were metacognitively aware of the declarative knowledge of topic familiarity, self-awareness of strength or

(8) "Command of the Mass/Count Distinction in Bilingual and Monolingual Children: An English Morphosyntactic Distinction" (Virginia C. Mueller Gathercole); (9) "Grammatical Gender in Bilingual and Monolingual Children: A Spanish Morphosyntactic Distinction" (Virginia C. Mueller Gathercole); (10) "Monolingual and Bilingual Acquisition: Learning Different Treatments of "that-trace" Phenomena in English and Spanish" (Virginia C. Mueller Gathercole); and (11) "The Ability of Bilingual and Monolingual Children to Perform Phonological Translation" (D. Kimbrough Oller and Alan B. Cobo-Lewis). Part 4, "A Retrospective View of the Research," includes (12) "Balancing Interpretations Regarding Effects of Bilingualism: Empirical Outcomes and Theoretical Possibilities" (D. Kimbrough Oller and Rebecca E. Eilers). (Contains approximately 280 references.) (SM)

ED 465 301 FL 027 353

Neff, JoAnne; Martinez, Francisco; Rica, Juan Pedro
A Contrastive Study of Qualification Devices in Native and Non-Native Argumentative Texts in English.
SPONS. AGENCY- Ministry of Education and Science, Madrid (Spain).
PUB DATE- 01
NOTE- 13p.; Paper presentes at the Annual Meeting of the American Association of Applied Linguistics (St. Louis, MO, February 24-27, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Contrastive Linguistics; *English (Second Language); Foreign Countries; Higher Education; *Persuasive Discourse; Spanish Speaking; Verbs; *Written Language
IDENTIFIERS- *Modals (Verbs); Politeness; Qualifiers (Language); Spain

This paper presents results from a contrastive study of qualification devices used in a 400,000-word corpus of English argumentative texts, written by English-as-a-Foreign-Language (EFL) Spanish university students, U.S. university students, and native professional writers (newspaper editorials in English). The study attempted to account for the great differences between native and non-native texts in regard to use of the modal verbs "can," "could," "may," "might," and "must." The study also proposed reasons for why over- or underuse should occur in the EFL texts as compared to the professional editorial texts. Results indicated that some of the problems Spanish writers experienced may have been due to discourse differences between Spanish and English (first language factors). The study confirmed differences that appeared in previous research in relation to the discourse conventions used in constructing writer stance. The overuse by Spanish writers of "we can" and "we must" followed by verbs of mental and verbal processes suggested a transfer of politeness strategies from the Spanish academic context. In regard to reporting verbs as a qualification device, results revealed that the total tokens were similar, but the frequencies for individual verbs varied notably. (Contains 29 references.) (SM)

ED 465 302 FL 027 378

Purcell, John
The Foundations and Current Impact of California's Proposition 227.

Drawing from a range of disciplines, the contributors to this collection describe and analyze their experiences in collaboration and in using interactive technologies. The multidisciplinary approach of this book is useful for anyone interested in pedagogical applications of interactive technologies across disciplines and institutions. The chapters of section 1, Program Development for Distance Education, are: (1) Developing an MBA Online Degree Program: Expanding Knowledge and Skills via Technology-Mediated Learning Communities (Richard G. Milter); (2) Collaborative Instructional Design for an Internet-Based Graduate Degree Program (Mary Anne Nixon and Beth Rodgers Leftwich); (3) Degrees and Programs by Distance Education: Defining Need and Finding Support through Collaboration (Frank Fuller, Ronald McBride, and Robert Gillan); and (4) Beyond Demographics, Content, and Technology: The Impact of Culture on the Design and Implementation of a Distance Education Program (Richard Olsen and Robert Schihl). In section 2, Professional Collaborative Endeavors: Teaching across the Distance, the chapters are: (5) Virtual Visiting Professors: Communicative, Pedagogical, and Technological Collaboration (Scott A. Chadwick and Tracy Callaway Russo); (6) Intrapersonal Communication, Interpersonal Communication, and Computer-Mediated Communication: A Synergetic Collaboration (Leonard J. Shedletsky and Joan E. Aitken); (7) Collaborating on the Instructional Design and Implementation of an Environmental Education Course: The Real Challenges of Collaboration (Richard Huber); (8) Pedagogy and Process: Linking Two Diversity and Communication Courses through Interactive Television (Deborah Brunson and Nina-Jo Moore); and (9) Camera Presentation Perspectives and Techniques in an Interactive Audio/Video Instructional Environment: A Rhetorical Perspective (Frank P. Trimble). Section 3, Creating Online Learning Communities: A Focus on Communication and Student-Centered Learning in the Virtual Classroom, contains: (10) Planter Xeno: Creating a Collaborative Computer-Mediated Communication Culture (Mary E. Wildner-Bassett); (11) Designing and Implementing an Interactive Online Learning Environment (Mahnaz Moallem); (12) Communicating: The Key to Success in an Online Writing and Reading Course (Ele Byington); (13) Fostering Intellectual Development in a Learning Community: Using an Electronic Bulletin Board (Mary Bozik and Karen Tracey); (14) Building a Communications Learning Community (Patricia Worrall and Brian Kline); and (15) Conclusion: Teaching and Learning with Interactive Technologies: What Have We Learned and Where Are We Going? (Patricia Comeaux). Each chapter contains references. (SLD)

ED 465 324   HE 034 962

Banta, Trudy W., Ed.
Building a Scholarship of Assessment. The Jossey-Bass Higher and Adult Education Series.
PUB DATE- 02
NOTE- 340p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- College Faculty; *Educational Assessment; Educational Practices; *Evaluation Methods; Higher Education; *Scholarship; *Student Evaluation

In this book, experts in the field examine the current state of assessment practice and scholarship, explore the future of assessment, and offer guidance to help educators meet these undergraduate classes. Researchers compared the factors associated with faculty members assigning students to work in groups to solve ill-defined design problems with their use of traditional lecture and textbook problem set assignments. The study hypothesized that faculty members use of teaching practices is a function of their backgrounds, training, experiences, teaching goals, beliefs in their own skills, and their perceptions of the extent to which their organizations provide adequate rewards and resources for teaching. The total sample for the analysis, 426, represented 61% of the population of tenured and tenure-track engineering faculty at 3 universities. Participants completed a seven-section instrument that gathered information about teaching practices and beliefs. Findings indicate that faculty members own goals for teaching and beliefs about their own professional skills are strongly associated with the extent to which they use traditional teaching practices or group design projects. (Contains 1 figure, 6 tables, and 29 references.) (SLD)

ED 465 343   HE 034 993

Gmelch, Walter H.; Wolverton, Mimi
An Investigation of Dean Leadership.
PUB DATE- 02
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).Adapted from College Deans: Learning from Within, by Mimi Wolverton and Walter H. Gmelch, Oryx/Greenwood Press, June 2002. For a related document, see HE 034 990.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Deans; *Administrator Attitudes; College Faculty; Higher Education; *Instructional Leadership; Research Universities; Surveys

This paper provides an overview of leadership by college deans, proposes a definition of academic leadership, and assesses the degree to which deans exhibit the behaviors embedded in academic leadership. Drawing on the literature, a definition of academic leadership was constructed. Academic leadership is the act of building a community of scholars to set direction and achieve common purposes through the empowerment of faculty and staff. This definition presupposes that there are three activities deans must perform to lead effectively: (1) building a community of scholars; (2) setting direction; and (3) empowering others. In 1997, the National Survey of Deans in Higher Education used the responses of a sample of deans (population of 1,370; response rate of 60%) to build a database of opinions, beliefs, and reported activities. Deans were asked to indicate behaviors that characterized their practice. Overall, deans were found to be balanced in their approaches to leadership, with deans in comprehensive universities more likely to describe themselves as community builders than deans in research universities. In addition, it appears that years in the position take a toll on deans. After about year 10, deans tend to disengage in direction setting behavior, a finding that may have implications for institutional development. (SLD)

ED 465 344   HE 034 994

Schaeffer, Evonne L.; McGrady, Jennifer A.; Bhargava, Tina; Engel, Claudia
Online Debate To Encourage Peer Interactions in the Large Lecture

ED 465 365   HE 035 017

Tools for Ensuring Program Integrity.
PUB DATE- 02
NOTE- 286p.; "Common Origination & Disbursement" section is included.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Federal Aid; *Integrity; Program Effectiveness; *Student Financial Aid; Student Financial Aid Officers; Training
IDENTIFIERS- *Free Application for Federal Student Aid

This training document for financial assistance professionals discusses ensuring program integrity in student financial aid and describes some tools for ensuring internal and external program integrity. The training focuses on these tools and resources: (1) the Federal Student Aid (FSA) Schools Portal; (2) the Information for Financial Aid Professionals Web site; (3) SFA assessment documents; (4) various Web-based products and tools, including aid applications and access; (5) National Student Loan Data system transfer monitoring; (6) EDExpress Quality Analysis software tools; and (7) the Common Origin and Disbursement (COD) Web site. Sections discuss: (1) defining program integrity; (2) powering up integrity tools; (3) application integrity; (4) correction integrity; and (5) student award integrity. Appendixes contain a glossary, learning aids, answer keys for exercises, and a list of codes. (SLD)

ED 465 366   HE 035 018

Teaching and Learning Infrastructure in Higher Education. Report to the HEFCE by JM Consulting.
PUB DATE- 02
NOTE- 68p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Educational Facilities; *Educational Planning; *Financial Support; Foreign Countries; Government Role; *Higher Education; Learning; *Resource Allocation; Teaching (Occupation)
IDENTIFIERS- *England; *Infrastructure

This report reviews the requirements for infrastructure for teaching and learning in United Kingdom universities and colleges of higher education. It assesses the extent of remedial investment required, using data from many sources, and sets out the conditions needed to manage this infrastructure on a sustainable basis. The report is primarily concerned with current needs (2001-2006) but also looks at current trends and developments and their implications for the infrastructure required to support them. Parallel reports are being developed for the infrastructure required to support research. To a large degree, the study is concerned with the generic institutional infrastructure that underpins all university academic activity (buildings and services). The report emphasizes three recommendations: (1) a policy initiative to clarify and support the responsibility of institutions for planning and investing to maintain their own physical infrastructure on a sustainable basis; (2) a capital funding scheme provided by the government to allocate resources to institutions on a formulaic basis spread over several years to address the five billion pound remedial investment needed for existing infrastructure; and (3) a project-based scheme to which institutions could bid for from the state to address PFE goals. The PFE goals apply to state-level only and are allocated based on colleges' full-time equivalent student (FTES) statistics. Results showed that most colleges used PFE funds to hire new faculty and staff to improve instruction and service across all five areas of emphasis. Approximately 60% of the total PFE funds went to these to areas. Looking at each goal separately, 24% of the PFE funds were used to expand and improve both transfer programs and course completion, 21% to the total dollars were used to improve student degree and certificate attainment, while 16% and 15% of the total PFE funds were used to augment programs in workforce development and basic skills, respectively. Enhancement of facilities, student services, institutional research and technology were other areas where PFE funds were used to improve overall institutional effectiveness. The report provides a list of all community college districts and an appendix with relevant legislation on the PFE program and the use of PFE funds. (MKF)

ED 465 386   JC 020 411

Howard Community College 1998 Performance Accountability Report.
PUB DATE- 98
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Academic Persistence; Access to Education; Accreditation (Institutions); *College Role; Community Colleges; *Education Work Relationship; *Educational Assessment; *Educational Objectives; Enrollment; Labor Force Development; Minority Groups; *Outcomes of Education; Partnerships in Education; Transfer Programs; Two Year Colleges
IDENTIFIERS- *Howard Community College MD

This is a report on the 1998 performance accountability assessment conducted by Howard Community College (HCC) (Maryland) to examine overall institutional effectiveness. Enrollment trends show that more students are attending HCC, which will require more facility space, instructors, and student support. HCC addresses this issue by offering more distance learning programs and courses at off-campus sites. Growth in state funding and property tax increases will enable HCC to maintain lower tuition and fees. The report emphasizes six areas of interest: (1) access and affordability; (2) learner-centered focus for curriculum and programs; (3) campus diversity; (4) economic and workforce development; (5) effective use of public funding; and (6) community outreach. Results show that HCC is offering a variety of courses to attract diverse students. HCC is gathering more feedback from students through satisfaction surveys on ways to improve college programs and services. Diversity statistics show that minority student enrollment at HCC has remained consistent; however, the percent of full-time minority faculty has declined over the last 2 years. The transfer rate of minority students is also lower than college set benchmarks and expectations. HCC has developed a specialized transfer center and maintains a Web site for students interested in transferring to four-year institutions. Satisfaction surveys show that HCC is preparing students for career choices and meeting industry needs. HCC is also reaching out to the community by offering more non-credit courses on a variety of topics. The report states that HCC allocates funds mainly to assist instructional and academic support. The report includes tables with specific statistics on HCC goals and accountability indicators. (MKF)

ED 465 405 JC 020 435

Robinson, Gail
Community Colleges Broadening Horizons through Service Learning, 2000-2003. AACC Project Brief.
PUB DATE- 01
NOTE- 9p.; Material based upon work supported by the Corporation for National Service under Learn and Serve America Grant Number 00LHEDC001. For the 1997-2000 Brief, see ED 440 676.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Role; *Community Colleges; Curriculum Development; Educational Assessment; Educational Objectives; Elementary Secondary Education; Lifelong Learning; *Outcomes of Education; *Partnerships in Education; Professional Development; Program Evaluation; *Service Learning; Two Year Colleges

This is a project brief on the Community Colleges Broadening Horizons through Service Learning program, which is designed to integrate service learning into the institutional climate of community colleges and increase the number and quality of service learning programs in all higher education institutions. The program is supported by the Corporation for National Service and administered by the American Association of Community Colleges (AACC). The Horizons project features model service learning programs, collects national data on service learning, and maintains a service learning clearinghouse. The program also provides professional development and technical assistance through workshops, mentoring, publications, and online services. This brief describes service learning programs at 4 Horizons mentor community colleges and 10 Horizons mentee community colleges for the years 2000 to 2003. Colleges were involved in: (1) providing opportunities for student leadership development; (2) addressing local community needs; (3) increasing students' awareness of personal and civic responsibility; (4) developing partnerships with K-12 schools; and (5) creating a service learning curriculum. The brief offers recommendations on incorporating service learning into the college curriculum. It also includes contact information for Horizons community college service learning centers and links to informational service-learning Web sites. (MKF)

ED 465 406 JC 020 436

San Felice, Faith; Barnett, Lynn
Engaging Students--Teaching Scholar Partnerships. AACC Project Brief.
PUB DATE- 02
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Role; Community Colleges; *Educational Objectives; Elementary Secondary Education; Higher Education; *Mathematics; Partnerships in Education; Program Implementation; *Sciences; *Teacher Recruitment; Teacher Shortage; Universities

This is a project brief on the American Association of Community Colleges (AACC) Teaching Scholar Partnerships (TSP) project, which is designed to reduce the shortage of qualified science

This guide shares information about the South Carolina Curriculum Standards with parents. The standards outline state requirements for children's learning, and what students across the state should be able to do in certain subjects. The guide lists seven key reasons for parents to be aware of the new curriculum standards, and then presents a condensed version of the standards for twelfth grade in mathematics (numbers and operation, algebra, data analysis and probability), English/language arts (reading/literature, listening, speaking, writing, research), science (inquiry, life science, earth science, physical science), and social studies (understand: the impact of scarcity and choice on economic activity, the role of supply and demand in market operations, the role of government in the operation of markets, the national economy and economic policy, the costs and benefits of trade and the global economy, the origins and functions of government, the foundations of American democracy, the role of the United States' Constitution in American democracy, the relationship between the United States and other nations of the world, and the rights and responsibilities of a United States citizen today). Listed after the standards for each subject area are sample assessment questions for parents to complete with their children, selected book titles for additional reading, and Web site addresses for extended learning. (EV)

ED 465 426   PS 030 290

Greenman, Jim
What Happened to the World? Helping Children Cope in Turbulent Times. Facilitator's Guide and Student's Guide .
PUB DATE- 01
NOTE- 153p.; Bright Horizons Family Solutions formed a partnership with JPMorgan Chase, Mercy Coprs, and the Dougy Center to provide support and resources to children and families impacted by the September 11 attacks. The student's guide contains light print and may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adolescents; Adult Child Relationship; Age Differences; Anger; Anxiety; Caregiver Child Relationship; Childhood Needs; *Children; *Coping; *Emotional Adjustment; *Family Programs; Fear; Individual Differences; Leaders Guides; Parent Child Relationship; Terrorism
IDENTIFIERS- September 11th Attacks; Terrorism Survivors; Tolerance

In response to the September 11th, 2001 terrorists attacks, "Comfort for Kids" was formed as a collaborative effort to provide support and resources to children and families directly affected. This facilitator's guide and student's guide represent one part of the three-pronged approach of the "Comfort for Kids" program. The facilitator's guide contains guidelines for facilitating sessions to help parents, professionals, and volunteers working with children develop strategies for supporting children in a crisis. The session provides an opportunity to bring adults together in an open forum, where they can share insights, comments, and questions about the reactions and behavior they are witnessing in the children for whom they care. The guide is a comprehensive package for a 60- to 90-minute session and contains checklists of necessary materials and equipment, presentation scripts and

ED 465 444 PS 030 416

Shiu, Shiou-Ping
Mentoring for Early Childhood Teachers and Directors in Taiwan.
PUB DATE- 02
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrators; *Early Childhood Education; Ethnography; Foreign Countries; *Mentors; *Preschool Teachers; *Teacher Administrator Relationship
IDENTIFIERS- *Protege Mentor Relationship; Taiwan; Vygotsky (Lev S)

This study used a Vygotskian theoretical perspective in an ethnographic examination of how early childhood teachers and directors in Taiwan learn through mentoring within their school context. The study focused on mentoring relationships between a preschool director and five teachers in Taiwan. Primary data sources included interviews of the director and teachers, videotaped weekly meetings, audiotaped conversations between the director and the teachers, and teacher journals. Additionally, observations were conducted daily over 3 months, with a focus on how teachers and the director found opportunities for informal mentoring throughout the preschool daily schedule. The findings indicated that what teachers learned echoed the director's role and philosophy. Much of the content considered in the mentoring relationships related to the child-centered philosophy of the program, the lifelong curriculum focus, and the spirit of open education. Teachers' comments suggested that they thought the director was a good mentor but sometimes a less than effective administrator. Conversations between director and teachers were very common, and the schedule provided numerous opportunities for communication. The director also led book discussions with teachers, thus providing an opportunity for teachers to acquire professional knowledge and for the director to observe teachers' learning progress and professional development. Because various means of communication were available, teachers could choose a means of communicating with the director that most reflected their needs. (Contains 51 references.) (KB)

ED 465 445 PS 030 417

Freeman, Harry S.; Newland, Lisa A.
Romantic Partners, Best Friends, Mothers and Fathers: Links between Adolescent Social Worlds.
PUB DATE- 02
NOTE- 57p.; Paper presented at the Biennial Meeting of the Society for Research on Adolescence (9th, New Orleans, LA, April 11-14, 2002). Research funded by a grant from the Office of Research through the University of South Dakota.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescent Attitudes; Adolescent Behavior; *Adolescents; Attachment Behavior; Compensation (Concept); *Friendship; *Parent Child Relationship; *Peer Relationship;

(Cummings, Goeke-Morey, and Graham); (15) "Parents, Peers, and the Process of Socialization in Primates" (Suomi); (16) "The Role of Parenting in Shaping the Impacts of Welfare-to-Work Programs on Children" (McGroder, Zaslow, Moore, Hair, and Ahluwalia); (17) "Family Structure and Resources and the Parenting of Children with Disabilities and Functional Limitations" (Hogan and Msall); (18) "Parenting Children with Developmental Disabilities: A Ladder of Influence" (Glidden); (19) "The National Institute of Child Health and Human Development Research on Parenting: Past, Present, and Future Directions" (Feerick, Bristol-Power, and Bynum); and (20) "Parenting Research: Translations to Parenting Practices" (Borkowski, Ramey, and Stile). (Each chapter contains references.) (HTH)

ED 465 461 PS 030 455

Good Start, Grow Smart: The Bush Administration's Early Childhood Initiative.
PUB DATE- 02
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Standards; Accountability; Change Strategies; *Child Care; Childhood Needs; Cognitive Development; *Educational Change; Educational Improvement; Educational Practices; Federal Programs; Financial Support; *Partnerships in Education; *Preschool Education; Program Descriptions; *Public Policy
IDENTIFIERS- Bush (George W); *Good Start Grow Smart; Project Head Start

In his State of the Union Address delivered January 2002, President Bush outlined the next critical step in education reform: to prepare children to read and succeed in school with improved Head Start and early childhood development programs. This report describes early childhood as a critical time for children to develop the physical, emotional, social, and cognitive skills they will need for the rest of their lives and presents the components of the Good Start, Grow Smart early childhood initiative of the Bush Administration. The three major areas addressed in the initiative are described: (1) strengthening Head Start through a new accountability system and a national training program; (2) partnering with states to improve early childhood education through the development of quality criteria for early childhood education to align the programs with K-12 state standards; and (3) providing information to teachers, caregivers, and parents through public awareness campaigns and through support of research to identify effective prereading and language curricula and teaching strategies. (KB)

ED 465 462 PS 030 456

O'Hare, William P.
KIDS COUNT Data Book, 2002: State Profiles of Child Well-Being.
PUB DATE- 02
NOTE- 409p.; Assembled and produced with the assistance of Megan Reynolds. Data compiled by the Population Reference Bureau. For KIDS COUNT Data Book 2001, see ED 454 945.
LANGUAGE- English
EDRS Price- MF01/PC17 Plus Postage.

Settlement School, of Hindman, Kentucky during 1902 to 1939.
PUB DATE- 01
NOTE- 11p.; Paper presented at the Annual Conference of the Women of Appalachia: Their Heritage and Accomplishments (3rd, Zanesville, OH, October 25-27, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Community Development; Educational History; Elementary Secondary Education; Experiential Learning; *Handicrafts; *Progressive Education; *Relevance (Education); Role of Education; *Rural Education; Rural Women; *School Community Relationship; Settlement Houses
IDENTIFIERS- Addams (Jane); Appalachia; Dewey (John); *Hindman Settlement School KY

The purpose of this qualitative, historical study was to investigate the impact of the Arts and Crafts Movement, the Settlement Movement, and the Progressive Education Movement on the handiwork at Hindman Settlement School (formerly W.C.T.U. Settlement School, 1902-1910) located in the eastern Kentucky Appalachian Mountain region. Three themes emerged from the data: the social dimension in handiwork, social production of the handiwork, and innovative educational practices. The Hindman Settlement School, still in operation today, was respected for its academics, handiwork, and response to the region's educational needs. It was influenced by innovative education reforms of Jane Addams and John Dewey. (Contains 27 references.)(AUTH)

ED 465 480 RC 023 533

Weaver, Susan J. Marnell
No Need To Study for Your Social Class--Education and Gender in West Virginia.
PUB DATE- 01
NOTE- 7p.; Paper presented at the Annual Conference of the Women of Appalachia: Their Heritage and Accomplishments (3rd, Zanesville, OH, October 25-27, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Black Education; Educational History; Elementary Secondary Education; *Equal Education; Higher Education; *School Desegregation; *Sex Role; Single Sex Colleges; Single Sex Schools; State History; Teacher Education; Women Administrators; *Womens Education
IDENTIFIERS- *West Virginia

West Virginia's philosophy toward equality of opportunity differed from that of southern states. Gender roles in West Virginia were unique to Scottish and Irish settlers; men were warriors and women did such heavy work as clearing fields, slaughtering, and cutting forests. Early settlers in other southern states such as Virginia were from southern England, where the role of women was as property of males. Many institutions of learning were established in West Virginia to ensure universal opportunity. Some were coed and some were separate opportunities, but total lack of opportunities became rare by the early 19th century. Many of these institutions were owned and operated by women. Uniformity of opportunity was more apparent after West Virginia attained statehood in 1863. The

Educational Policy; Educational Research; *English (Second Language); Family Literacy; Guidelines; Intergenerational Programs; Learning Motivation; *Learning Processes; Literacy Education; Literature Reviews; Self Evaluation (Individuals); Skill Development; Student Attitudes; Student Characteristics; *Student Experience; Student Needs; Teacher Student Relationship; Teaching Methods; Two Year Colleges; Urban Education

IDENTIFIERS- Developmental Curriculum; Even Start; Identity Formation

This document contains information about and from a study of the experiences of 41 adults enrolled in adult basic education/English for speakers of other languages (ABE/ESOL) programs that was conducted to determine what their learning meant to them and to identify strategies for developing a new pluralism in ABE/ESOL classrooms and teaching to multiple "cultures of mind." Chapter 1 situates the study's approach within the context of the ABE/ESOL literature. Chapter 2 provides an overview of the study methodology and the developmental perspective underpinning the study. Chapters 3-9 consist of the following reports that emerged from the study: "Our Developmental Perspective on Adulthood" (Nancy Popp, Kathryn Portnow); "A Developmental View of ESOL Students' Identity Transitions in a Urban Community College" (Deborah Helsing, Maria Broderick, James Hammerman); "'Becoming What I Really Am': Stories of Self-Definition and Self-Expansion in an Even Start ABE/ESOL Family Literacy Program: A Developmental Perspective" (Kathryn Portnow, Ann Diamond, Katie Pakos Rimer); "'Not I Alone': The Power of Adult Learning in the Polaroid Cohort" (Eleanor Drago-Severson, Jennifer Garvey Berger); "'We're Trying to Get Ahead': A Developmental View of Changes in Polaroid Learners' Conceptions of Their Motivations for Learning, Expectations of Teachers, and Relationship to Work" (Eleanor Drago-Severson); "Competence as a Developmental Process" (Nancy Popp, Lisa Boes); and "Towards Meaning-Centered Considerations of Policy and Practice: Summary and Implications." Most chapters contain substantial bibliographies. A standardized measures analysis report and developmental skill matrices are appended. (MN)

ED 465 015   CE 083 174

O Fathaigh, Mairtin
E-Learning and Access: Some Issues and Implications.
PUB DATE- 01
NOTE- 15p.; Paper presented at the Irish Institute of Training and Development National Conference (Dublin, Ireland, March 2, 2001). Contains small print.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Computers; *Access to Education; Adult Education; Computer Literacy; *Curriculum Design; Developed Nations; Educationally Disadvantaged; Faculty Development; Foreign Countries; Information Networks; *Information Technology; *Online Courses; Organizational Climate; Postsecondary Education; Program Design; Program Development; Staff Development; *Telecommunications; Web Based Instruction
IDENTIFIERS- *Ireland

The new e-learning technologies offer the rich promise and potential of learning delivery at any time, anywhere, on any topic. Without careful management of the learning process, Spanish versions of the Ocho Rios Declaration "Adult Learning: A Key to Democratic Citizenship and Global Action"; a concordance to the workshop reports and plenary papers; the closing address "Remarks at the Closing Ceremony" (Burchell Whiteman); a summary of the proceedings of the general assembly of members; a list of organizing committee members; profiles of the ICAE Executive Committee members; and a list of participants. (MN)

ED 465 033 CE 083 260

Smith, Thomas J.

Course Taking, Test Preparation, and Career Academy Programs: Findings from a Field Study.

SPONS. AGENCY- Ford Foundation, New York, NY.; Ambrose Monell Foundation, New York, NY.; George Gund Foundation, Cleveland, OH.; Anheuser-Busch Companies, Inc., St. Louis, MO.; Union Carbide Corp., Danbury, CT.; DeWitt Wallace/Reader's Digest Fund, Pleasantville, NY.; Ewing Marion Kauffman Foundation, Kansas City, MO.; Alcoa Foundation, Pittsburgh, PA.; Grable Foundation, Pittsburgh, PA.; New York Times Co., NY.; Open Society Inst., New York, NY.

PUB DATE- 02

NOTE- 33p.; Additional funding provided by the Heinz Family Foundation.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Career Academies; Career Education; *Course Content; Field Interviews; Field Studies; *Graduation Requirements; High Schools; *Integrated Curriculum; Scores; *Standardized Tests; *Student Attitudes; Test Coaching; Test Validity; Vocational Education

A study examined whether career academy programs, with their tailored curricula, dilute content of required curricula, and whether academy students who follow this alternative course of study are less prepared to score well on standardized tests. Data were gathered through site visits to seven schools, review of reports and documents, and interviews with principals, counselors, academy coordinators, teachers, and students. Three key characteristics defined the academy model: small learning community; college preparatory curriculum with a distinct career theme; and partnerships with employers, communities, and higher education. Findings indicated academy curricula did not hinder students from completing courses required for graduation; any effects of test taking on academy programs (or vice versa) were overshadowed by the generally negative opinion and by the disruptions to school operations those testing requirements produced; and teachers and students found these tests burdensome, students sometimes resisted taking them, and skepticism about their value and their validity was broadly expressed. Steps suggested for academy programs were to give increased attention to building and maintaining a coherent and stable educational experience for students in each academy; to explore more ways to demonstrate their students' unique attainments; and to find ways to ensure their students succeed in the standardized testing environment. (YLB)

ED 465 034 CE 083 261

Quint, Janet

An Evaluability Assessment of the Toyota Families in Schools Program.

SPONS. AGENCY- National Center for Family Literacy, Louisville, introduction discusses the international seminar on which the document is based. "What Triggers Participation?" offers a conceptual framework for the seminar's findings. "A Comparative Perspective" examines participation and performance in the United Kingdom, other European Union countries, and Organisation for Economic Cooperation and Development (OECD) member states. "Motivation to Learn: The Social and Community Dimension," "Attracting New Learners through Learning Programmes and Qualifications," and "Attracting New Learners in the Workplace" comment on different sources of demand for learning. Presented next are the following case studies: "The Role of Learning in the Economic Development of Latin American Women" (Celita Eccher); "Overcoming Employees' Reluctance to Take Part in Vocational Education and Training" (Wolfgang Hendrich); "Collaboration in Australian Vocational Education and Training" (Sue Kilpatrick); "The Campaign for Learning in the UK" (Bill Lucas); "Informal Learning in the UK" (Veronica McGivney); "German Cultural Institutions as A Gateway to Learning" (Achim Puhl); and "The Experience of a UK Trade Union in Reaching Non-traditional Learners" (Tony Chandler). The conclusion details seven strategies to promote increased demand in the United Kingdom and suggests pertinent research directions. A list of the international research seminar participants, a glossary, and a World Wide Web site list are appended. (Contains 54 references.) (MN)

ED 465 050   CE 083 284

Parry, Gareth; Thompson, Anne
Closer by Degrees: The Past, Present and Future of Higher Education in Further Education Colleges.
PUB DATE- 02
NOTE- 95p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Learning; *College Role; Delivery Systems; Educational Environment; Educational History; Educational Legislation; Equal Education; Foreign Countries; Futures (of Society); *Higher Education; Information Needs; Lifelong Learning; Organizational Effectiveness; *Organizational Objectives; Policy Formation; *Public Policy; *School Effectiveness; Technical Institutes; Trend Analysis; Two Year Colleges; Vocational Education
IDENTIFIERS- Education Reform Act 1988 (England); *England

Before England's Education Reform Act of 1988, higher education (HE) provision in England's further education (FE) colleges was the responsibility of the local education authorities that owned, controlled, and funded the colleges and polytechnics for advanced and nonadvanced FE. In 1987-1997, HE in FE colleges was commonly considered a residual or ancillary activity, with its presence overshadowed by the rise of polytechnics in the 1980s and its development hindered by the dual arrangements governing its planning, funding, and quality assurance in the 1990s. After the Dearing inquiry into HE, FE colleges were charged with the mission of increasing student numbers, widening participation, and building progression in support of lifelong learning and a diverse system of HE. Analysis of policy documents and other secondary sources confirms that the policy treatment of HE provision in England's FE colleges over the past 15 years has been plagued by the following problems: (1) the slim and disconnected nature of the evidence base to guide contemporary policymaking; (2) the unstable, uncertain, success in terms of "results and learning" rather than in performance alone. During the course of the JI, the projects included creating clear statements of program goals and strategies, identification of partners and funding sources, projection of milestones, creation of budgets and financial plans, and revisions of targets and plans as the projects progressed. Although long-term evaluation results are not yet available, evidence to date suggests that the TRI outcomes framework significantly aided the six JI local investors in developing and implementing jobs projects and achieving encouraging employment results. (KC)

ED 465 067 CE 083 313

Plastrik, Peter
Systems Reform in the Jobs Initiative: Lessons from Using the Framework for Labor Market Systems Reform.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 01
NOTE- 21p.; With Judith Combes Taylor.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Agents; *Change Strategies; *Employment Programs; Evaluation Methods; *Institutional Cooperation; Job Placement; *Job Training; *Labor Market; Outcomes of Education; Planning; Program Administration; Program Development; Program Effectiveness; Program Evaluation; Social Services; Systems Analysis; *Systems Development; Young Adults
IDENTIFIERS- *Annie E Casey Foundation; Colorado (Denver); Control of Outcomes; Louisiana (New Orleans); Missouri (Saint Louis); Pennsylvania (Philadelphia); Washington (Seattle); Wisconsin (Milwaukee)

Since the mid-1990s, job-training and employment programs for low-income people have begun to emphasize not only program development and implementation, but also reform of the "system" of labor market, employers, training providers, and helping agencies. In 1995, the Annie E. Casey Foundation, which launched the Jobs Initiative in 6 metropolitan areas Denver, Milwaukee, New Orleans, Philadelphia, St. Louis, and Seattle developed and promoted the use of a 26-page "framework" for labor market systems reform for the 6 job sites. The framework described these four essential characteristics of labor market systems (labor markets are large, complex and dynamic; change requires transforming the "drivers" or underlying forces that influence people and organizations; use "leverage points" to create, change or strengthen "drivers"; and innovators must identify and mobilize their "assets for change") and suggested strategic initiatives for reform. The framework was woven into an "outcome-based planning model" adopted for the Jobs Initiative. Benefits of using the framework included that it helped sites to be more strategic about how to intervene in the system, to connect jobs projects with broader-scale interventions at the system level, to recognize who in the system they had to influence to generate systemic change, and to recognize potential connections between the labor market and the social services system. Difficulties in using the framework included that it was not always relevant to local conditions and that it was hard to tie systems reform to outcome-based job programs and to determine exactly what outcomes were desirable and how to measure them. (KC)

ED 465 068 CE 083 314

different social situations. (Contains 27 references.) (MN)

ED 465 084 CE 083 357

Hawke, Geof; Mower, Giselle; Connole, Helen; Solomon, Nicky
Principles for Public Funding of Workplace Learning. A Review To Identify Models of Workplace Learning & Funding Principles.
SPONS. AGENCY- New South Wales Board of Vocational Education and Training, Sydney (Australia).
PUB DATE- 98
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Decision Making; Definitions; *Delivery Systems; Education Work Relationship; *Educational Finance; Educational Principles; Employment Qualifications; Evaluation Criteria; Foreign Countries; Government Role; Government School Relationship; Guidelines; Job Skills; *Job Training; Literature Reviews; *Models; *Policy Formation; *Public Policy; Skill Development; Vocational Education
IDENTIFIERS- *Australia; Registered Training Organizations (Australia)

Models of workplace learning and principles for funding workplace learning in Australia were identified through case studies and a literature review. A diverse array of workplace-based approaches to delivering nationally recognized qualifications were identified. The following were among the nine funding proposals formulated: (1) funding arrangements should be primarily designed to facilitate growth of the overall training effort; (2) funding should be provided only to registered training organizations (RTOs) for programs delivered under their mandate; (3) priority for funding should be provided to programs delivering outcomes that are transferable to a range of enterprises within the relevant industry sector or that provide portability across industries; (4) funding for workplace learning should be provided on a basis reflecting the variables in costs rather than on a fixed-rate basis; (5) funding arrangements should encourage industry to share in the total cost of training development and delivery; and (6) all trainees in funded programs should have access to a source of advice and support independent of the employer and the RTO. Five specific recommendations for further action by Australia's Board of Vocational Education and Training were also presented. (A list of case study participants and a literature review with a 27-item bibliography are appended.) (MN)

ED 465 085 CE 083 358

Cordova, Lorraine
State Training & Employment Program. Program Review for FY99-FY01.
PUB DATE- 02
NOTE- 42p.; Produced in cooperation with the Employment Security Division, Alaska's Workforce Investment Office, and Local Workforce Investment Boards.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Definitions; Demand Occupations; Educational Finance; Educational Policy; Employment Level; Employment Patterns; *Employment Programs; Glossaries; *Job Development; *Job Training; *Labor Force Development; Labor Needs; Outcomes of Education; Postsecondary Education; Program

Groenestijn). Many papers contain substantial bibliographies. An author index and a subject index are included. (MN)

ED 465 101 CE 083 439

DeCandido, GraceAnne A., Ed.
Literacy & Libraries: Learning from Case Studies.
PUB DATE- 01
NOTE- 182p.; Based on work done as part of the Literacy in Libraries Across America (LILAA) Initiative funded by the Lila Wallace-Reader's Digest Fund and the American Library Association.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Adult Learning; *Adult Literacy; Case Studies; Community Education; Computer Literacy; Cultural Pluralism; *Educational Benefits; Educational History; Educational Practices; Educational Technology; Family Literacy; Functional Literacy; Illiteracy; Intergenerational Programs; Leadership; *Library Services; Lifelong Learning; *Literacy Education; Personal Narratives; Professional Associations; *Public Libraries; Rural Areas; Rural Education; Student Centered Curriculum; Tutorial Programs; Urban Areas; Urban Education
IDENTIFIERS- American Library Association; California; Hawaii; Illinois; Massachusetts; New York

This book presents 22 personal narratives in which library directors, program administrators, teachers, tutors, librarians, and adult learners explain firsthand how literacy programs at libraries across the United States have changed people's lives. The following narratives are included: "Gloria's Story: 'She Wanted Me to Be Somebody'"; A Learner in a Library Literacy Program in Hawaii" (Sondra Cuban); "'I Know This Is the Place for Me': Stories of Library Literacy Learners and Programs" (John Comings, Sondra Cuban, Hans Bos, Cate Taylor); "A Place in the World: Building a Learner-Centered Participatory Literacy Program" (Leslie McGinnis); "Relearning Literacy and Leadership in a Library-Based Literacy Program" (Sherry Drobner); "Charting the Course for Learner Leadership" (Taylor Willingham); "Whole Literacy in Plymouth: Literacy as a Library Service" (Dinah L. O'Brien); "Literacy, Diversity, and Learners" (Lynne A. Price); "Project READ: Redwood City Public Library" (Kathy Endaya); "A Rural Public Library Literacy Program" (Konni P. Clayton); "Theme-Based Instruction and Tutor Training at the New York Public Library Centers for Reading and Writing" (Decklan Fox); "No Simple Answers" (Bruce Carmel, Anita Citron); "Creating a Community of Readers to Fight Functional Illiteracy" (Steve Sumerford); "Serving This Community" (Lou Saunders Sua); "Teaching Adult Literacy in a Multicultural Environment" (Gary E. Strong); "Literacy and Technology: Thinking through the Process" (Sarah Nixon, Tim Ponder); "The Brooklyn Public Library and Technology for Literacy" (Susan K. O'Connor, Debbie Guerra); "Computer Skills and Literacy" (Carol Morris); "Another Divide: Low-Literacy Adults and the New Technology" (Randall Weaver); "Public Library Literacy Programs: A Blueprint for the Future" (Martin Gomez); "The American Library Association's Literacy Initiatives: History and Hope" (Peggy Barber); "Bridging the Information Chasm: ALA's Office for Literacy and Outreach Services" (Satia Marshall Orange); and "Coda: Word" (Graceanne A. Decandido). (Contains 52 references.) (MN)

ED 465 102 CE 083 440

oversight of youth offenders with services to support youth offenders' passage into the word of work by providing recommended social development strategies for youth offenders. YODP demonstration projects were funded in the following categories: (1) model community projects; (2) education and training for youth offenders initiatives; and (3) community-wide coordination projects. The YODP technical assistance effort consisted of seven specific tasks designed to identify barriers to project implementation, recommend options for working through the identified barriers, and arrange for expert, situation-tailored assistance to address barriers. The technical assistance and evaluation teams identified the following attributes of projects successfully implementing the coordinated spectrum of services to the target population: (1) created a well-conceived plan; (2) had previous experience with the juvenile and criminal justice system; (3) collected and maintained data; (4) developed a community support network; (5) maintained strong grantee involvement; (6) connected the workforce and justice systems effectively; (7) leveraged resources through collaboration and partnership; (8) developed a continuous improvement process; and (9) shared leadership and information. The technical assistance team also gleaned 12 lessons pertaining to the following areas: the philosophy of technical assistance; sequencing of issues in technical assistance; the structure of projects; and relationships. (Contains 14 references.) (MN)

ED 465 119   CE 083 478

Psilos, Phil
The Impact of Arts Education on Workforce Preparation. Issue Brief.
PUB DATE- 02
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Art Education; Cost Effectiveness; Economic Change; *Education Work Relationship; *Educational Benefits; Educational Needs; *Educational Policy; Educational Practices; Employment Qualifications; High Risk Students; Human Capital; Instructional Effectiveness; Integrated Curriculum; Job Skills; *Labor Force Development; Policy Formation; Position Papers; Postsecondary Education; Productivity; Role of Education; Secondary Education; Skill Development; State Action; State of the Art Reviews; State Programs; Youth Programs
IDENTIFIERS- Alabama; Best Practices; California; Florida; Impact Studies; Massachusetts; Mississippi; New York; Ohio; Pennsylvania; South Carolina; South Dakota; Texas; Washington

Research examining the impact of arts education on workforce preparation has confirmed that programs incorporating the arts can be educational, developmentally rich, and cost-effective ways of providing students with the skills needed for productive participation in today's economy. Arts education has been shown to help students develop basic, higher-order thinking, and affective skills needed for workplace success. Studies have shown that young people who study the arts show heightened academic standing, a strong capacity for self-assessment, and a secure sense of their own ability to plan and work for a positive future. Studies of arts-based education programs for general, at-risk, and incarcerated youth populations in 10 states have documented their effectiveness

This paper offers a developmental perspective on college drinking by focusing on broad developmental themes during adolescence and the transition to young adulthood. Heavy drinking increases during the transition to college, with significant interindividual variation in the course and consequences. The majority of young people make it through these years with, on balance, more positive than negative experiences with alcohol, but some experience tragic consequences and others develop chronic problems of abuse and dependence. The transition to college is a critical developmental transition, with major individual and contextual change in every domain of life leading to the potential for discontinuity and change in functioning and adjustment. Normative developmental transitions of adolescence and young adulthood are reviewed, focusing specifically on fundamental biological and cognitive changes; transitions of identity; changes in affiliations with the family of origin, peers, and romantic partners; and achievement transitions related to school and work. These transitions offer important vantage points for examining increasing (and decreasing) substance use and other health risks during adolescence and young adulthood. Final sections review research and policy implications, including broad implications for developmental interventions and more specific recommendations for alcohol-specific programming. (Contains 279 references, 3 tables, and 2 figures.) (Author/GCP)

ED 465 139   CG 031 770

Johnston, Lloyd D.; O'Malley, Patrick M.; Bachman, Jerald G.
Monitoring the Future National Results on Adolescent Drug Use: Overview of Key Findings, 2001.
SPONS. AGENCY- National Inst. on Drug Abuse (DHHS/PHS), Bethesda, MD.
PUB DATE- 02
NOTE- 81p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports Research/Technical (143)
DESCRIPTORS- Cocaine; Crack; Drinking; Drug Use; Grade 10; Grade 12; Grade 8; Heroin; *Illegal Drug Use; *Longitudinal Studies; Lysergic Acid Diethylamide; Marijuana; Peer Influence; Secondary Education; Secondary School Students; Sedatives; Sex Differences; Smoking; Sociocultural Patterns; *Substance Abuse; Tables (Data); Trend Analysis
IDENTIFIERS- Ecstasy (Drug); *Monitoring the Future

This report presents an overview of the key findings from the Monitoring the Future 2001 nationwide survey of 8th, 10th, and 12th grade students. A particular emphasis is placed on recent trends in the use of licit and illicit drugs. Trends in the levels of perceived risk and personal disapproval associated with each drug--which this study has shown to be particularly important in explaining trends in use--are also presented, as well as trends in perceived availability of the various drugs. A separate section is then presented for each class of drugs. These sections contain graphs showing trends in past-year use. They also show trends in perceived risk, disapproval, and perceived availability of marijuana, inhalants, LSD, cocaine, crack cocaine, amphetamines, heroin, methamphetamine, tranquillizers, barbiturates, club drugs (ecstasy and rohypnol), alcohol, cigarettes, smokeless tobacco, and steroids. Key findings show that the overall illicit drug use among teens remained steady in 2000 in all three grades as well as for specific drugs such as marijuana, amphetamines, hallucinogens

DESCRIPTORS- *Childrens Writing; Class Activities; Classroom
Environment; *Classroom Techniques; *Creative Writing;
Elementary Education; Instructional Effectiveness; Language
Arts; Teacher Role; *Writing Difficulties; *Writing
Instruction; *Writing Processes; Writing Skills
IDENTIFIERS- Scenarios; Writing Samples

Writing is one of the most complex activities children engage in during their school careers. This book provides teachers with the knowledge and ideas they need to increase their effectiveness when instructing students in writing. The book blends together practical, easy-to-implement, classroom-tested lessons and activities based on research. It is divided into four sections: Section I includes a description of a classroom in which excellent writing thrives. It provides tips on: how to create positive writing experiences; the teacher's role and responsibilities; classroom set-up; and time management. Section II provides: an explanation of the different stages of the writing process; instructional strategies to support struggling learners; and an abundance of suggestions for creating and using supporting activities. Section III includes: information on the importance of journal writing; and ideas about reading and writing as transitional processes. Section IV presents the various problems some students may be experiencing when asked to write. Each scenario is accompanied by: student writing samples; an analysis of each sample; questions for the teacher to ask herself/himself about the classroom writing process; teaching strategies; and classroom modifications to assist those who struggle. The book includes a How-to-Use-This-Book section and task analysis icons for specific writing skills. (Contains a glossary, 26 children's literature titles, 17 professional works cited, and 8 additional bibliographic titles.) (NKA)

ED 465 161   CS 510 939

Topping, Donna; McManus, Roberta
Real Reading, Real Writing: Content-Area Strategies.
PUB DATE- 02
NOTE- 191p.; Foreword by Richard Vacca.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For
Practitioners) - Classroom Use - Teaching Guides (For Teacher)
(052)
DESCRIPTORS- *Classroom Techniques; *Content Area Reading;
*Content Area Writing; Learning Activities; Learning Processes;
Literacy; Middle Schools; *Reading Strategies; Secondary
Education; Teacher Role; *Writing Strategies
IDENTIFIERS- Purpose (Composition)

This book is a story for and by real teachers. In the book, two seasoned veterans recount their 23-year collaboration to find ways to help students improve learning in their content area subjects. Over the years, the book explains, the two educators have developed a host of practical activities and strategies to infuse the processes of learning into the content to be learned. The book brings these activities to life--real activities immediately doable in classrooms at any level. It shows how practical ideas grow naturally from a theoretical base. And it invites teachers to take these ideas, tweak and adapt them to their own content area, and enjoy the same journey in teaching real reading and real writing. The book is divided into the following chapters: (1) Real Journeys; (2) Real Situations, Real Times, Real Places; (3) Real Destinations; (4) Reading: Conveying the Big Picture; (5)

PUB DATE- 02
NOTE- 75p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Elementary Secondary Education; Literature Reviews; *Reading Comprehension; *Reading Research; *Reading Strategies; Recall (Psychology); Research Needs; Second Language Learning; *Text Structure
IDENTIFIERS- Schema Theory

This paper first gives a brief chronological overview of reading theory development and a short introduction to schema theory, and then comprehensively reviews, comments, and synthesizes research-based studies, published between 1980 and 2002, that examined the effect of text structure (reader effect and text effect) on L1 and L2 reading comprehension and recall. Factors that have shown to have the potential to intervene research results are discussed and an interactive reading model of formal schema is proposed. Suggestions for educators and future research are also made. (Contains 91 references, and 2 tables and 3 figures of data.) (Author/RS)

ED 465 181 CS 511 188

Combs, Jason E.
Stories of a Corporate World: The Corporate Colonization of Narrative.
PUB DATE- 02
NOTE- 34p.; Paper presented at the Annual Meeting of the Central States Communication Association (Milwaukee, WI, April 3-7, 2002).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Group Dynamics; Higher Education; Ideology; *Interpersonal Communication; *Organizational Communication; *Organizations (Groups); *Story Telling
IDENTIFIERS- *Corporate Culture

Following Stanley Deetz's (1992) work, this paper argues that storytelling can operate as a powerful medium for corporate colonization. Stories exist as sites where subjectivity forms through the intersection of various ideologies. As one such ideology, manageriallism structures the world in ways that privilege the interests of corporate elites. Using Burke's (1931) concept form, the paper suggests that stories can draw audiences into the acceptance of premises about how they should act, such that they become managerial subjects with a particular narrative structure ordering their experiences. (Contains 79 references.) (Author/RS)

ED 465 182 CS 511 190

Myers, Veronica
Designing Learning Centers with Literacy Materials To Develop Literacy in Early Childhood.
PUB DATE- 02
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Action Research; Classroom Environment; Classroom Techniques; Grade 2; *Learning Centers (Classroom); Primary

NOTE- 7p.; Based on "An Educators' Guide to Schoolwide Reform" by American Institutes for Research.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Educational Change; Educational Philosophy; Elementary Secondary Education; Models; Program Descriptions; Program Effectiveness
IDENTIFIERS- *Pacific Region; *Reform Efforts

This paper summarizes seven school-reform models demonstrating "strong" and "promising" evidence of effectiveness in improving student achievement according to a rating scale designed by the American Institutes for Research (AIR). The intent of this summary is to assist districts and schools in the Pacific region in identifying proven, reliable solutions to the problem of low-performing schools. Three reform models that received the "strong" rating include Direct Instruction, High Schools That Work, and Success for All. Four "promising" models are Community for Learning, Different Ways of Knowing, Expeditionary Learning Outward Bound, and School Development Program. Model descriptions include education philosophy, goals, structure (components), and key practices. This paper shows that educational research and development needs to be strengthened and that school-reform approaches need to be examined carefully over time to determine their effectiveness. Before adoption decisions are made, it is essential that educators consider impact information. With adequate impact information, educators can significantly increase the chances of choosing a successful approach that addresses their students' most pressing needs. Rigorous evaluations of school-reform models can serve as the catalyst for meaningful discussion among practitioners and parents as they go about the challenges of improving school performance. (RT)

ED 465 202 EA 031 681

Reschovsky, Andrew; Imazeki, Jennifer
Achieving Educational Adequacy through School Finance Reform. CPRE Research Report Series.
SPONS. AGENCY- National Inst. on Educational Governance, Finance, Policymaking, and Management (ED/OERI), Washington, DC.; Wisconsin Center for Education Research, Madison.
PUB DATE- 00
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; *Educational Equity (Finance); *Educational Finance; Educational Improvement; Educational Quality; Elementary Secondary Education; *Funding Formulas; *Money Management; School District Spending
IDENTIFIERS- Texas; Wisconsin

Improving the quality of public education is high on the policy agenda in Washington and in state capitals throughout the country. Despite disagreement over specific policies, policymakers appear to recognize that an important element in any plan to improve educational quality is the measurement of student performance. Here, it is argued that most state systems of school finance have not adapted to the new emphasis on student performance and educational adequacy. An important reason that they generally have done a poor job in financing an adequate education is that many formulas that allocate state they knew about many of the job tasks. Notable were negative impacts of the job on families, physical health, social life, and mental well-being. The cadres helped the new assistant principals by providing structured time for them to talk to one another and by giving them the opportunity to do individual reflection. Small-group discussions were also of positive significance. Skills were affected positively, though not consistently in all areas of evaluation. (Contains 11 references.) (RT)

ED 465 222 EA 031 706

Newton, Rose Mary; Zeitoun, Peter
Do Teacher Reactions to Features of Principalship Vary by Gender?
PUB DATE- 02
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *Gender Issues; *Principals; Recruitment; Sex Bias; Sex Fairness; Sex Role; Sex Stereotypes; Social Cognition

As school principals retire and the principal shortage is predicted to intensify over the next decade, proposals are being made for altering the role of the principal and for providing candidates with realistic and appealing job descriptions. This study was conducted to examine whether specified features of the principal's role influence the attitudes and job-search behaviors of men and women differently. Equal numbers of male (n=84) and female (n=84) public teachers read and rated descriptions of a vacant principal position. The job descriptions emphasized that the successful applicant would be expected to use a specified administrative model and work a specified number of hours per week. Contrary to expectation, an analysis-of-variance procedure revealed that androcentric bias may be declining in recruitment messages in job descriptions as sex-role and gender discrimination disappears. Position announcements depicting a democratic administrative model and shorter work week appealed to males more than to females. These results suggest research on how organizational representatives can reinvent the principalship in ways that will be more appealing to women. (Contains 26 references and 3 tables.) (RT)

ED 465 223 EA 031 705

Hoy, Wayne K., Ed.; Miskel, Cecil G., Ed.
Theory and Research in Educational Administration. Research and Theory in Educational Administration.
PUB DATE- 02
NOTE- 211p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Research/Technical (143)
DESCRIPTORS- *Educational Administration; Elementary Secondary Education; Faculty Workload; School Organization

This volume presents a range of research and perspectives dedicated to advancing understanding of schools through empirical study and theoretical analysis. The eight chapters are: (1) "Organizational Learning in High-Stakes Accountability Environments: Lessons from an Urban School District" (Helen M. Marks and Susan M. Printy); (2) "Sources of Victory, Seeds of Defeat: Linking Enactment Politics and Implementation

Miles, Barbara
Die Sprache der Hande zu den Handen sprechen (Talking the Language of the Hands to the Hands). DB-LINK.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 01
NOTE- 21p.; For the English version, see ED 419 331. Afterword by Harlan Lane. Illustrations by Rebecca Marsh.
LANGUAGE- German
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Children; *Deaf Blind; Elementary Secondary Education; *Expressive Language; *Sensory Experience; *Sensory Training; Sign Language; Special Education; *Tactual Perception; Teacher Student Relationship; Teaching Methods
IDENTIFIERS- *Hands

This paper examines the importance of hands for the person who is deafblind, reviews hand development, and identifies specific teaching skills that facilitate hand development and expressiveness in persons who are deafblind. It notes that the hands of a deafblind individual serve not only as tools but also as sense organs (to compensate for their missing vision and hearing) and as the primary means of expression. The literature is reviewed on the role of hands in early development in general, hand development in the child who is blind, hand development in the child who is deaf, and hand development in the child who is deafblind. Among 13 suggested teaching strategies are: (1) watch and/or touch the individual's hands and learn to read them; (2) use the teacher's hand under the child's hand to respond to exploration, to initiate topics, and to express feeling; (3) make your hands available for the child to use as he/she wishes; (4) play interactive hand games frequently; (5) make environmental provisions to encourage hand activity; (6) invite the child who is deafblind to have frequent tactual access to the environment; (7) make language accessible to the hands of the person who is deafblind; and (8) become aware of your own hands as carriers of feelings and pragmatic functions. An "afterword" by Harlan Lane suggests that people with deafblindness can teach others how to channel information through the tactile sense. (CR)

ED 465 243 EC 308 999

Minnema, Jane; Thurlow, Martha; Bielinski, John
Test and Measurement Expert Opinions: A Dialogue about Testing Students with Disabilities Out of Level in Large-Scale Assessments. Out-of-Level Testing Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 02
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Standards; *Adaptive Testing; Criterion Referenced Tests; *Disabilities; *Educational Assessment; *Educational Testing; Educational Trends; Elementary Secondary Education; Evaluation Methods; Evaluation Problems; Focus Groups; Knowledge Level; Norm Referenced Tests; Psychometrics;

standards, the document offers research-based design recommendations and suggestions concerning reflectances, fixture brightness, ceiling height, excess wall luminance (windows), nonuniformity of illumination (general lighting), and energy conservation. This section also includes a glossary. The section on clean school standards offers questions to consider when establishing policies for a maintenance and operations program. Finally, the section on technology resources includes Web sites on comprehensive technology planning, integration of technology into the curriculum, and staff development. (EV)

ED 465 261   EF 006 124

Palm Beach School Board Acquisition of Relocatable Classrooms Examined. OPPAGA Special Review.
PUB DATE- 02
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cost Effectiveness; Educational Facilities Planning; Elementary Secondary Education; Life Cycle Costing; *Mobile Classrooms; Purchasing; School Expansion; State Action
IDENTIFIERS- *Palm Beach County Schools FL

This report, responding to a Florida legislative request, examines the Palm Beach County School Board's planned purchase of concrete relocatable classrooms. The report presents a number of findings and recommendations. Concrete units are more expensive than models with metal stud walls; both types meet state building code standards. The district plans to spend $35 million over 5 years to purchase 500 concrete relocatables. The district's purchase price for concrete relocatables is higher than prices for similar units in other districts. Concrete relocatables are more expensive to purchase and move than alternative types of relocatables, but have the appearance of permanent construction and may have a longer life. If the district purchases 500 concrete units as planned, it will spend approximately $12.7 million more for these units over the 5-year period than if it had bought metal stud wall units. In addition, it costs $1,150 more to move a concrete unit to another location than a metal stud unit. The district reasoned that concrete units were more durable and safer. However, the district did not conduct a life-cycle cost analysis prior to its decision. To better justify future relocatable expenditures, the report recommends that the board conduct life cycle cost analyses to compare available relocatables. (EV)

ED 465 262   EF 006 128

Cooper, David E.
District of Columbia: D.C. Public Schools' Modernization Program Faces Major Challenges. Testimony before the Subcommittee on the District of Columbia, Committee on Appropriations, House of Representatives.
PUB DATE- 02
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Asbestos; Construction Costs; *Educational Facilities Improvement; Elementary Secondary Education; Scheduling; School Buildings

weakness, rhetoric conventions, coherence and continuity, audience awareness, and many others. They were capable of making good use of their metacognitive procedural knowledge (brainstorming, organizing, outlining, pausing-to-think, reviewing, and revising) to fulfill the requirements of good writing. (Contains 19 references.) (SM)

ED 465 282   FL 027 302

Norris, Lindy
Two Languages Too: Second Language Learning and Children with Special Needs.
PUB DATE- 01
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; Case Studies; *Disabilities; Educational Environment; Elementary Education; *Elementary School Students; Foreign Countries; Parent Attitudes; *Second Language Learning; *Special Education; Student Attitudes; Teacher Attitudes
IDENTIFIERS- *Australia (Western Australia)

In 1998, the Education Department of Western Australia commissioned a research project to investigate the implementation and development of second language learning for special needs students in three diverse elementary education support settings. This paper presents project findings. Researchers documented implementation, collected and analyzed all documents relevant to the program, interviewed staff and parents, observed student learning, and recorded learning outcomes at each school. The idea of special needs children learning a second language elicited a range of views and responses from staff, students, and parents associated with the three education support settings. Overall, administrators', teachers', and parents' views about second language learning for special needs students varied by their beliefs about what language learning meant and by the extent to which their philosophy of education for special needs students was driven by functionalism. Many parents and teachers who were initially hesitant about the program changed their minds to support the program once they understood it. Students were very positive about the experience. Implementation of a second language learning program for these students posed unique problems within each of the different settings. (Contains 11 references.) (SM)

ED 465 283   FL 027 303

Chang, Yuh-Fang
EFL Teachers' Responses to L2 Writing.
PUB DATE- 02
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Faculty; *English (Second Language); Foreign Countries; Grading; Higher Education; *Language Teachers; Native Language Instruction; Rating Scales; Scores; Second Language Instruction; Writing (Composition); *Writing Evaluation; *Writing Skills
IDENTIFIERS- Chinese Speaking; Taiwan

This study investigated differences in the product and process of evaluating second language compositions by Taiwanese speakers

PUB DATE- 02
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Bilingual Education; Bilingual Students; Educational Legislation; Educational Policy; Elementary Secondary Education; English Only Movement; *English (Second Language); Immersion Programs; Immigrants; Language Minorities; *Language of Instruction; *Limited English Speaking; Second Language Learning; State Legislation
IDENTIFIERS- *Proposition 227 (California 1998)

California's Proposition 227 requires that all children be taught English by being taught in English. This proposition, which basically outlaws bilingual education, is the newest chapter in the history of how non-English speaking and limited English proficient (LEP) students should be educated. After presenting the historical, social, political, and legal foundations of Proposition 227, this paper describes its current impact. Proposition 227 allows only 1 year for LEP students to acquire enough English to do regular classwork in the mainstream. Many researchers suggest it takes 3-5 years to develop appropriate English skills, so Proposition 227 is unrealistic. Other researchers note that Proposition 227 fails to ensure a supportive schoolwide climate that values LEP students linguistic and cultural backgrounds and does not mandate appropriate training for teachers of the 1-year English immersion classes. The paper describes the political players behind Proposition 227, then discusses how it is in conflict with many laws and educational policies. Finally, it examines modifications that California must undertake in order to successfully implement Proposition 227, concluding that it is not healthy for education in California and ought to be dismantled. (Contains 29 references.) (SM)

ED 465 303 FL 801 501

Singleton, Kate
Picture Stories for ESL Health Literacy.
PUB DATE- 01
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *English (Second Language); Family Violence; Health Personnel; *Health Promotion; *Limited English Speaking; *Second Language Instruction; Stress Management; Teaching Methods
IDENTIFIERS- Emergencies; *Picture Stories

These picture stories help English as a Second Language teachers address topics affecting their students' health and wellbeing. They are useful for beginner and low-literacy students, offering a safe, impromptu way to discuss difficult topics, ask questions, and obtain information. As the stories are about cartoon characters, students are not pressured to disclose their own experiences. The stories "Emergency," "A Doctor's Appointment," and "Stressed Out" are about common, uncontroversial topics and are suitable for most classes. "What Should She Do?" examines domestic violence. Using the language experience approach with beginners is helpful because it utilizes students' own language and experiences to create stories; promotes speaking, listening, reading, and writing challenges. The chapters of part 1, History and Current Status of Assessment, are: (1) An Emerging Scholarship: A Brief History of Assessment (Peter T. Ewell); and (2) Promoting Academic Improvement: Organizational and Administrative Dynamics That Support Student Assessment (Marvin W. Peterson and Derek S. Vaughan). Part 2, Theoretical Foundations of Assessment, contains: (3) The Roots of Assessment: Tensions, Solutions, and Research Directions (Peter J. Gray); (4) A Scholar-Practitioner Model for Assessment (T. Dary Erwin and Steven L. Wise); (5) Enacting a Collaborative Scholarship of Assessment (Marcia Mentkowski and Georgine Loacker); and (6) The Scholarly Assessment of Student Development (George D. Kuh, Robert M. Gonyea, and Daisy P. Rodriguez). Part 3, Methods of Assessment, contains: (7) Measurement Issues in Outcomes Assessment (Gary R. Pike); (8) Web Applications in Assessment (Mark D. Shermis and Kathryn E. Daniels); and (9) Information Support for Assessment (Victor M. H. Borden). Part 4, Scholarly Assessment, contains: (10) Engaging and Supporting Faculty in the Scholarship of Assessment: Guidelines from Research and Best Practice (Thomas Anthony Angelo); (11) Scholarly Assessment of Student Learning in the Major and General Education (Catherine A. Palomba); (12) Program Review: A Spectrum of Perspectives and Practices (Karen E. Black and Kimberly A. Kline); and (13) Accreditation and the Scholarship of Assessment (Barbara D. Wright). Part 5, Toward a Scholarship of Assessment, contains: (14) Characteristics of Effective Outcomes Assessment: Foundations and Examples (Trudy W. Banta); and (15) A Call for Transformation (Trudy W. Banta). (Contains 388 references.) (SLD)

ED 465 325 HE 034 963

Burridge, Roger, Ed.; Hinett, Karen, Ed.; Paliwala, Abdul, Ed.; Varnava, Tracey, Ed.
Effective Learning & Teaching in Law.
PUB DATE- 02
NOTE- 211p.; Published by Kogan Page Limited, London, England, in association with the Institute for Learning and Teaching in Higher Education and "The Times Higher Education Supplement."
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Technology; Foreign Countries; *Instructional Materials; Law Schools; Law Students; *Legal Education (Professions); *Teacher Effectiveness; *Teaching Methods
IDENTIFIERS- *England

This book discusses key issues for the effective teaching of law from a range of experts in the United Kingdom. It includes material on teaching and the support of learning and on using learning materials and information technology in legal education. The chapters are: (1) Revising Legal Education (Tracey Varnava and Roger Burridge); (2) Learning Law and Legal Expertise by Experience (Roger Burridge); (3) Diversifying Assessment and Developing Judgments in Legal Education (Karen Hinett and Alison Bone); (4) Negotiating the Learning Process with Electronic Resources (Paul Maharg and Abdul Paliwala); (5) Responsibility and Ethics in Professional Legal Education (Nigel Duncan); (6) The Human Rights Act and the UK Law School (Andrew Williams); (7) Law Teaching for Other Programmes (Linda

Setting: Coding and Analysis of Forum Activity.
PUB DATE- 02
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002). Small type in some figures and colors in others may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Biology; *Computer Mediated Communication; Group Discussion; Higher Education; Online Systems; *Policy Formation; *Public Policy; *Undergraduate Students; *World Wide Web
IDENTIFIERS- Forums; Stanford University CA

The culminating course in the Human Biology core sequence at Stanford University, California, is a course that considers the relationship between the social and natural sciences and the development of wise public policy. A Web-based forum was developed to facilitate weekly debate on policy challenges presented in this course, and this forum was evaluated by coding and analyzing student postings from each of 2 sections of 21 students. Over the quarter, students participated in seven policy challenge assignments. Although using the forum was not an assignment with which students were comfortable immediately, they learned to appreciate the opportunity to challenge each other in an online environment, and they learned to build on each others posts and to participate at more than the required amount. Over time, many discussions became more sustained, more focused, and better elaborated. Some students postings did not improve over time, and the increased average quality of postings was only significant for one section. The implications of these findings and the need for additional studies are discussed. (Contains 5 figures and 21 references.) (SLD)

ED 465 345 HE 034 995

Blecher, Lee; Michael, William B.; Hagedorn, Linda Serra
Factors Related to the "System" Persistence of Students Seeking the Bachelor's Degree at Four-Year Institutions.
PUB DATE- 02
NOTE- 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Persistence; *Bachelors Degrees; Educational Trends; *Higher Education; Research Methodology; Undergraduate Students

The basic goal of this study was to examine the relationship that a number of hypothesized variables had to the systemwide persistence of students enrolled in bachelors degree programs at four-year postsecondary institutions. Data were from the Beginning Postsecondary Students longitudinal database of the National Center for Education Statistics for 3,278 students. The theoretical framework relied on V. Tinto's model of student departure, J. Bean's model of student attrition, and A. Astin's theory of involvement. Fifteen variables were measured. Results from the original hypothesized eclectic model to explain system persistence indicated that the model was not consistent with the data, and that the variables and the causal relationships advanced facilities to increase capability for e-learning and widening participation. An appendix lists terms of reference and the individuals and organizations consulted for this report. A glossary is attached. (SLD)

ED 465 367   HE 035 019

Battaglini, Janis K.
Retention and Graduation Rates at Maryland Public Four-Year Institutions.
PUB DATE- 02
NOTE- 72p.; For the previous report, see ED 442 451.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Persistence; College Attendance; *College Graduates; *Enrollment; Ethnic Groups; Higher Education; Racial Differences; *School Holding Power; Sex Differences; State Colleges; State Universities; Tables (Data)
IDENTIFIERS- *Maryland

This report presents retention and graduation patterns of full-time undergraduate students at Maryland's public four-year colleges and universities from 1980 to 2000. It focuses on the number and percentage of students who were retained at their original campuses and those who graduated from any senior public college or university in the state. Two institutions that do not enroll first-time freshmen are excluded, as is the University of Maryland University College, which has a mission to serve the adult, part-time population. Data show that the second-year retention rate of all full-time, first-time undergraduates, as measured by the percentage of those returning to their original campus after one year, was 81.5% for the 2000 cohort. The second-year retention rate for African American students was below that of other students and was the lowest for this group since the 1991 cohort. Female students are more likely to re-enroll that male students are. The 6-year graduate rate for the most recent cohort of all new full-time students is at an all time high at 58.4%. The 6-year graduation rates for African Americans and Hispanics are significantly below the rates for whites and Asians. Information is given about the graduation and retention at individual institutions, and tables show statewide trends in retention and graduation. (Contains 7 figures and 58 tables.) (SLD)

ED 465 368   HE 035 020

Muhammad, Habibah P.
Affirmative Action Programs: A Current Perspective.
PUB DATE- 02
NOTE- 23p.; Paper prepared as part of a graduate course in education.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Access to Education; *Affirmative Action; Civil Rights; *Court Litigation; *Equal Education; *Higher Education; Legal Problems
IDENTIFIERS- *Bakke v Regents of University of California; *Civil Rights Act 1964 Title VI

Recent lawsuits and judgments brought against colleges and universities for enacting affirmative action policies are threatening to dismantle the core principles of the Bakke decision (Regents of the University of California v. Bakke) and

ED 465 387 JC 020 412

Elsner, Paul A.; Clift, Janet Beauchamp
Community Building: The Community College as Catalyst.
PUB DATE- 02
NOTE- 98p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Activism; Community Benefits; *Community Colleges; *Community Development; Community Involvement; Community Needs; Institutional Cooperation; Networks; *School Community Relationship; *Social Action; Social Change; Two Year Colleges
IDENTIFIERS- Maricopa County Community College District AZ

This book highlights the community building experience at Maricopa Community College District (MCCD) in Arizona. Sixty-five percent of upper division transfers at Arizona State University come from MCCD, and 80% of The University of Phoenix's graduates have done a major portion of their lower division work at MCCD. At any given time, 50 to 60 industries have contractual training arrangements with the colleges. MCCD must meet both the community's rising social needs and serve its region's economic development needs. However, moving away from such core functions as university transfer, general education, technical offerings, and specialized career programs can put a community college at risk from policymakers and such threats as taxpayer revolts and cost-cutting referenda. This book examines the enabling statutes in several states to determine how deep their mandates for community development are. The authors found that few statutes include language that supports community development as a central function of the community college. After a 2-year period of community-building discussions, MCCD formally added "community building" to its values statement, though MCCD continues to struggle with internal tensions regarding its roles and priorities regarding community building. The authors examine micro-community development and macro-community development. A Coalition Training Workshop Outline is appended. (Contains 14 references and an index.) (NB)

ED 465 388 JC 020 413

Romano, Richard M., Ed.
Internationalizing the Community College.
PUB DATE- 02
NOTE- 186p.; Foreword written by Kent A. Farnsworth.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Community Colleges; Cross Cultural Studies; Foreign Culture; *Foreign Students; Global Approach; Intercultural Communication; *International Cooperation; *International Education; International Programs; *International Relations; Languages; *Multicultural Education; Second Language Learning; Second Language Programs; Two Year Colleges

Global competency is defined as a continuum of behavior that begins with personal awareness of cultural differences and culminates in a person successfully functioning in another culture or country. The importance of increasing the numbers of community college students who will live, study, or work abroad is stressed. The workforce in the United States is becoming increasingly international, and community college students who and math educators in elementary, middle, and secondary schools. The Council of Independent Colleges (CIC) and the National Science Foundation (NSF) also supports the project. The TSP project held a national grant competition and selected 10 community colleges and 18 four-year colleges and universities in diverse areas of 17 states to participate in a pilot study. The colleges received 2-year implementation grants of $30,000. The colleges utilized this funding to help promote the following TSP objectives: (1) enriching and strengthening the learning experience of K-12 math and science students; (2) encouraging undergraduate science, engineering, math, and computer technology students to consider K-12 math and science instruction as a career option; and (3) generating national attention on the vital and necessary contributions of K-16 partnerships. The brief highlights projects initiated by the 10 chosen community colleges. Projects include: (1) after-school math, science, and computer tutorial programs; (2) workshops on teaching and classroom management; (3) workshops on alternative assessment models and different student learning styles; (4) journals/portfolios of TSP tutors, mentors, and students; (5) technical assistance/training to K-12 teachers; and (6) "best practices" seminars. Contact information to TSP community colleges and Web site addresses for TSP supporting organizations conclude the brief. (MKF)

ED 465 407 JC 020 438

Worker Retraining: Sixth Accountability Report for the Worker Retraining Program.
PUB DATE- 00
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Basic Skills; College Role; *Community Colleges; Education Work Relationship; *Educational Assessment; *Educational Objectives; Job Training; *Labor Force Development; *Outcomes of Education; Program Implementation; Two Year Colleges
IDENTIFIERS- *Washington Community and Technical Colleges

This is a report on the worker retaining program administered by the Washington State Board for Community and Technical Colleges. The program provides job retraining to workers unable to find jobs in their current fields. Since 1993, the program has served more than 44,000 unemployed and displaced workers at 34 state community colleges and over 2,200 additional participants at 51 private career schools. The state legislature allocates over $27 million to cover the costs of colleges offering classes and to assist the displaced workers financially. This report is the sixth review of the retraining program. Accomplishments for the program include: (1) over 53% of program participants are receiving training in high-wage fields like computer technology; (2) a new online service that provides information on the program, program completion, industries of employment, and potential earnings has been implemented; (3) over 22,000 program completers have been returned to the workforce; (4) program completers' average earnings are over $12 per hour; and (5) job retention a year after initial placement is 88%. The report also shows that these workers have been placed in more than 475 of the largest companies in the state. Numerous tables are included. Appendices provide lists of 1998-99 completers by area, median wage, annual earnings, and the number of program participants key points to cover, optional approaches to the session, facilitation tips and techniques, a sample of potential questions from workshop participants, key points at a glance, and reproducible overheads and handouts. Topics for the workshop discussion include children's reactions to traumatic events, language for responding to children's reactions and questions, ways to promote tolerance and respect for diversity, and resources for future use. The student's guide addresses the fear, anxiety, anger, and issues of tolerance that children may face in the wake of the September 11th attacks and the enduring military effort. It also records adults' reactions to trauma, the timing and intensity of feelings, and the behavior changes that follow. Focusing on the importance of identifying one's own reactions and finding ways to care for oneself in order to care for children are also covered. The student's guide concludes with a list of Web sites and print resources related to children and stress, international issues and relief, war and terrorism, and respect for diversity. (KB)

ED 465 427   PS 030 311

Boeke, Kaye
KidsCount in Colorado! 2002.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 02
NOTE- 77p.; For 2001 report, see ED 453 931.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Birth Weight; Births to Single Women; Child Abuse; *Child Health; Child Neglect; Child Welfare; *Children; *Counties; Demography; Dropout Rate; Early Parenthood; Economic Status; Elementary Secondary Education; Graduation Rate; Health Insurance; Incidence; Infant Mortality; Infants; Injuries; Lunch Programs; Mortality Rate; Municipalities; Poverty; Prenatal Care; Prenatal Influences; Preschool Education; *Social Indicators; State Surveys; Statistical Studies; Tables (Data); Tobacco; Trend Analysis; Welfare Services; *Well Being; Youth Problems
IDENTIFIERS- Child Mortality; *Colorado; *Indicators; Medicaid; Out of Home Care; Temporary Assistance for Needy Families; Women Infants Children Supplemental Food Program

This Kids Count report examines statewide, countywide, and citywide trends in the well-being of Colorado's children. Following a brief foreword, the report presents state data and city data for 15 major cities in the form of a report card. The report cards relay: demographic data related to number of children by age and race; indicators of child health and well-being related to births for the period of 1991-2000 including trend changes; lists of promising trends, troubling trends, stable indicators; and general conclusions. The third section presents comparative state and city data for the period 1991-2000 for the following indicators: (1) births to single women; (2) births to single teens; (3) births to mothers with no high school diploma; (4) three-risk-factor births (mothers under 25, unmarried, with fewer that 12 years of education); (5) repeat teen births; (6) low birth weight births; (7) births to women receiving late or no prenatal care; (8) births to mothers who smoked during pregnancy; and (9) infant mortality rate. The fourth section presents county data for the year 2000 for the following indicators: (1) demographics; (2) median household income; (3) children in poverty; (4) live births; (5) births to

Separation Anxiety; Sex Differences; *Sexuality
IDENTIFIERS- Protective Factors; Relationship Quality; Risk Taking Behavior; *Romantic Relationship

This study examined associations between the quality of adolescent relationships with mothers, fathers, best friends, and boy/girlfriends. One hundred and sixty-two adolescents from three high schools completed questionnaires, in a one-on-one setting in which they rated parent and peer relationships on seven relationship features including commitment, satisfaction, respect, secure base effect, separation protest, proximity seeking, and companionship. Among dating adolescents, an additional scale indexed sexual activity and risky sexual behavior. Findings revealed a consistent negative association between girls' relationships with parents and peers. In contrast, boys' reported continuity between parents and best friends and a lack of association between parents and romantic partners. Among both boys and girls, parental closeness, especially to fathers, was negatively associated with sexual activity. Findings suggest that peers may compensate for weak filial ties and that parental relationships may serve as a protective factor against over-commitment to peers and risky sexual behavior. (Contains 54 references.) (Author/KB)

ED 465 446 PS 030 418

What To Know & Where To Go: Parents' Guide to No Child Left Behind. A New Era in Education.
PUB DATE- 02
NOTE- 34p.; Some photos may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Achievement; *Accountability; Achievement Tests; Beginning Reading; Educational Change; *Educational Improvement; *Elementary Secondary Education; *Federal Legislation; Government Role; High Stakes Tests; Parent Role; *Preschool Education; State Government; State Standards; Student Improvement
IDENTIFIERS- *No Child Left Behind Act 2001

Taking effect in Fall 2002, the No Child Left Behind legislation will help to enable a high-quality education for every child in America, regardless of income, ability, or background. The legislation gives states more flexibility on how they spend their education dollars, and in return, requires them to set standards for student achievement and to hold students, teachers, and other educators accountable for results. No Child Left Behind also gives parents new opportunities to ensure that their children receive the very best education possible. This guide for parents outlines what they need to know about the legislation. Using a question and answer format, the guide details the legislation's impact in the areas of: (1) accountability, including requirements for states and school districts to publish report cards on school performance; (2) testing, including effects of testing requirements on teaching; (3) reading, including why it is important for children to read better so early in school, and the goals of the Reading First initiative; (4) what works, detailing the role of scientifically based research in the legislation requirements; (5) teachers, including how parents can help their child's teacher; (6) creating safer schools, including the "Unsafe School Choice Option"; and (7) Choice, including who would be

PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- At Risk Persons; Birth Weight; Child Health; Child Welfare; *Children; *Demography; Dropouts; Early Parenthood; Infant Mortality; Mortality Rate; One Parent Family; Poverty; *Social Indicators; *State Surveys; Statistical Surveys; Tables (Data); Trend Analysis; *Well Being; Youth Problems
IDENTIFIERS- *Indicators; *United States

This KIDS COUNT data book examines national and statewide trends in the well being of the nations children. Statistical portraits are based on 10 indicators of well being: (1) percent of low birth weight babies; (2) infant mortality rate; (3) child death rate; (4) rate of teen deaths by accident, homicide, and suicide; (5) teen birth rate; (6) percent of teens who are high school dropouts; (7) percent of teens not attending school and not working; (8) percent of children living in families where no parent has full-time, year-round employment; (9) percent of children living in poverty; and (10) percent of families with children headed by a single parent. Among the findings, the data book shows that between 1990 and 1999, all but one state saw an increase in the percent of low birth weight babies, and all but four states had an increased percent of families with children headed by a single parent. The percent of teens who are high school dropouts was unchanged in the nation as a whole and decreased in 24 states. The remaining seven indicators showed improvement. The bulk of the data book is comprised of national and state profiles. These profiles include information on demographics, education, economics, child health, children in low-income working families, trend data, and national rankings for each indicator. Three appendices provide standard scores and national rankings, multi-year trend data for KIDS COUNT indicators, and multi-year national composite ranks. Definitions, data sources, criteria for selecting KIDS COUNT indicators, and contacts for specific state projects conclude the data book. (KK)

ED 465 463 PS 030 457

Annan, Kofi A.
We the Children: Meeting the Promises of the World Summit for Children.
PUB DATE- 01
NOTE- 112p.; An adapted and abridged version, with some data updated, of the Secretary-General's report, "We the Children: End-decade review of the follow-up to the World Summit for Children," of May 4, 2001, considered by the Preparatory Committee for the Special Session of the General Assembly on Children at its third session, in June 2001.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Education; Change Strategies; *Child Health; *Child Welfare; Children; *Childrens Rights; *Civil Rights; *Developing Nations; Disease Control; Drinking Water; Economic Development; Elementary Secondary Education; Foreign Countries; Government Role; Health Education; Health Programs; Health Promotion; Literacy Education; Nutrition; Objectives; *Poverty; Preschool Education; Public Health; Sanitation; Statistical Surveys; Tables (Data); Well Being; World Problems
IDENTIFIERS- United Nations; United Nations Convention on Rights of the Child; *World Summit for Children 1990

This abridged version of the Secretary-General's report to the United Nations General Assembly's Special Session on Children emphasis on education and equality also led to opportunity for people of color. Some schools integrated long before the 1954 Brown vs. Board of Topeka, Kansas decision. There were three colleges for African Americans in West Virginia in the 19th century, and there were two high schools for African Americans in an era when high school education was relatively rare. The high school in Parkersburg was one of two south of the Mason-Dixon Line that had a black principal. After education came under the control of coal companies and out-of-state capitalists, education came to reflect the patriarchal attitudes of major out-of-state exploiters of West Virginia resources. (TD)

ED 465 481 RC 023 534

Spatig, Linda; Grimes, Courtney; Farrar, Jennifer; Gaines, Shelley; Terry, Elizabeth; Vance, Virginia; Sadler, Christina
Teen Girls Take on Community Problems: Lessons Learned from the Field.
PUB DATE- 01
NOTE- 12p.; Paper presented at the Annual Conference of the Women of Appalachia: Their Heritage and Accomplishments (3rd, Zanesville, OH, October 25-27, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Action Research; Adolescents; Adult Child Relationship; Empowerment; *Females; *Leadership Training; Participatory Research; *Poverty Areas; Program Descriptions; Program Evaluation; *Rural Women; Secondary Education; Self Evaluation (Groups); Service Learning; Summer Programs; Youth Programs
IDENTIFIERS- *Single Sex Programs; West Virginia (Lincoln County)

The Girls' Resiliency Program is a youth empowerment program for girls in a rural, economically depressed area of West Virginia. Girls develop leadership skills by participating in board meetings, discussion groups, recreational events, song writing and poetry workshops, action research, and school and community service projects. Evaluation research conducted during summer and fall 2000 focused on girls' experiences with the action research summer projects and personal relations girls experienced in the program. Two staff members were participant observers in the application process, training sessions, working meetings of the girls' action research teams, and a meeting of the applied communications class, and they interviewed the nine girls who participated in the summer research project. Findings indicate that the girls learned the importance of persistence, hard work, and responsibility and the joy of work that is personally rewarding. They also learned a lot about the problems they studied and how that knowledge could be helpful to them individually and to the broader community. The adults learned that a major factor in program success was the close, respectful personal relationships among the participating girls and women. Forming such relationships between women and girls was not always easy. It required a delicate balance between coaching that pushes too hard, and coaching that coddles too much, demanding too little of individuals who learn to perform to lower expectations. (TD)

ED 465 482 RC 023 535

Wallace, Lisa A.

application of best principles and practices in e-learning design strategies, effective attention to staff development, provision of extensive learner support services, and careful focus on a range of socio-educational issues, the promise may lead to a widening gap in access between rich and poor, young and old, employed and unemployed, and computer literate and illiterate persons. Access to e-learning may actually be made more difficult by the wider use of technology claimed to be able to improve it. Some aspects of this access-related agenda worth considering further are awareness, situation/location, user cost and perceptions, e-learning design strategies, and personal competence and skilling. Other access issues are: an organization's level of readiness for e-learning; faculty participation; convenience of access as an important factor influencing learner satisfaction with the system; and the extent of congruity/compatibility among adults' learning styles and e-learning. (Contains 39 references.) (YLB)

ED 465 016 CE 083 175

O Fathaigh, Mairtin; O'Sullivan, Denis
Five Decades of Adult Education at U.C.C., 1948-1998: From Roman Catholic Social Reconstructionism to Community Partnerships and Empowerment.
PUB DATE- 98
NOTE- 24p.; Paper presented at the International Conference on the History of Adult Education (7th, Dundee, Scotland, June 12-16, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Education; Catholic Educators; *Church Related Colleges; Colleges; Community Benefits; Community Involvement; Developed Nations; Educational Change; *Educational Development; *Educational History; *Empowerment; Foreign Countries; Higher Education; Modernization; Needs Assessment; Outreach Programs; Partnerships in Education; Program Development; School Community Relationship; *Social Change; Social Integration; Social Isolation
IDENTIFIERS- Ireland; Roman Catholic Church; *University College Cork (Ireland)

Looking back over the past 5 decades of adult education at University College, Cork, one is struck by the realities of continuity and change as the guiding rationale moved from Roman Catholic reconstructionism to community partnership and empowerment. Structures put in place under President O'Rahilly's sponsorship persisted so robustly they allowed for change to the point where they departed from his ideological position. The administrative structure of the Adult Education Committee, Adult Education Department, and outreach personnel and the outreach and cooperative ethos allowed identification of new needs and more inclusive mechanisms for program development and delivery. Most significant was modification in content of diploma courses to where they were no longer synonymous with Roman Catholic social thinking. Modernization, evident in Irish society from the 1960s, was a potent force for change in university adult education. Challenges to prevailing socio-religious doxa was reflected in new program provision and learning opportunities for adults. The nexus between Catholic Church influence and adult education personnel and programs was reduced considerably as secularist and competing themes and interests were accommodated in a broader model of provision.

KY.; Ford Foundation, New York, NY.; Ewing Marion Kauffman Foundation, Kansas City, MO.; Ambrose Monell Foundation, New York, NY.; Alcoa Foundation, Pittsburgh, PA.; George Gund Foundation, Cleveland, OH.; Grable Foundation, Pittsburgh, PA.; New York Times Co., NY.; Open Society Inst., New York, NY.
PUB DATE- 01
NOTE- 37p.; With Anne Sweeney. Also supported by the Anheuser-Busch, Heinz Family, and Union Carbide Foundations.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adolescents; Adult Education; Corporate Support; Early Childhood Education; *Evaluation Problems; *Evaluation Research; *Family Literacy; Feasibility Studies; *Formative Evaluation; Intergenerational Programs; *Literacy Education; Low Income Groups; Models; Participation; *Partnerships in Education; Private Sector; Program Evaluation; Research Methodology; School Business Relationship
IDENTIFIERS- Impact Studies; *National Center for Family Literacy

The Toyota Families in Schools (TFS) Program is a new family literacy initiative that was developed by the National Center for Family Literacy (NCFL) with support from the Toyota Motor Corporation. TFS is based on a previous NCFL model calling for providing literacy activities to preschoolers and parents from low-income families. NCFL wanted to conduct a definitive evaluation of TFS's impacts. Because the program is just getting started and is still operating on a small scale, however, a decision was made to prepare an evaluability assessment of the program rather than a full-fledged evaluation. The evaluability assessment was prepared by reviewing program documents and statistics on the characteristics of program enrollees and their participation in program activities and by conducting site visits to three first-year TFS sites. The conclusion reached through the document review and site visits was that TFS is not likely to produce the medium-sized effects required to make a rigorous experimental evaluation of the program feasible. However, the family literacy concept was deemed promising, and it was concluded that ongoing process evaluation could provide much-needed information about ways to boost demand, sustain participation, and enhance service quality. (Contains 12 references and 5 tables.) (MN)

ED 465 035 CE 083 264

Bloom, Dan; Scrivener, Susan; Michalopoulos, Charles; Morris, Pamela; Hendra, Richard; Adams-Ciardullo, Diana; Walter, Johanna
Jobs First: Final Report on Connecticut's Welfare Reform Initiative. Summary Report.
SPONS. AGENCY- Connecticut State Dept. of Social Services, Hartford.; Department of Health and Human Services, Washington, DC.; Ford Foundation, New York, NY.; Smith Richardson Foundation, Inc., Greensboro, NC.; Alcoa Foundation, Pittsburgh, PA.; Ambrose Monell Foundation, New York, NY.; George Gund Foundation, Cleveland, OH.; Grable Foundation, Pittsburgh, PA.; New York Times Co., NY.; Surdna Foundation, Inc., New York, NY.; Open Society Inst., New York, NY.
PUB DATE- 02
NOTE- 54p.; With Wanda Vargas. Also supported by the Atlantic Philanthropies. For full report, see CE 083 332. Supported by the Project on State-Level Child Outcomes, a project co-sponsored by U.S. Department of Health and Human Services' Administration for Children and Families and Office of the Assistant Secretary of Planning and Evaluation supported by

and unfavorable conditions for colleges to deliver growth; and (3) the asymmetries of power and interest expressed in a dual system of tertiary education. A discussion of the statistics used in the analysis is appended. (Contains 95 references.) (MN)

ED 465 051 CE 083 285

Atkinson, David
College Turnaround: Guidance on Colleges in Recovery.
PUB DATE- 02
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrator Guides; Case Studies; *Change Strategies; *Colleges; Comparative Analysis; *Crisis Management; Delivery Systems; *Educational Change; Educational Finance; Educational Planning; Foreign Countries; Models; Money Management; Needs Assessment; *Organizational Change; Postsecondary Education; Private Sector; Program Administration; Program Evaluation; Strategic Planning
IDENTIFIERS- Stakeholders; *United Kingdom

This document is intended to assist senior managers and governors of colleges in the United Kingdom that are faced with serious difficulties. The first section provides an overview of how the issues of college recovery were handled under the Further Education Funding Council. The second section examines crisis and recovery in corporations and outlines a generic process for organizational turnaround that consists of the following steps: (1) crisis stabilization; (2) leadership; (3) stakeholder support; (4) strategic focus; (5) organizational change; (6) critical process improvements; and (7) financial restructuring. The third section presents six case studies of colleges that have successfully managed recovery. The case studies consider the unique features of the institutions profiled as well as the general lessons to be learned from each case. Section 4 offers guidance on preparing a college turnaround strategy. The following steps in turning a college around are detailed: (1) recognizing the crisis; (2) stabilizing the crisis by taking control of all expenditure; (3) analyzing what has gone wrong; (4) making management changes; (5) managing stakeholders; (6) identifying strategic options; (7) planning recovery; and (8) delivering recovery. A list of 10 points to consider in drawing up an action plan for a college's recovery is appended. (MN)

ED 465 052 CE 083 286

Reisenberger, Anna; Dadzie, Stella
Equality and Diversity in Adult and Community Learning.
SPONS. AGENCY- Department for Education and Skills, London (England).
PUB DATE- 02
NOTE- 54p.; Part of the Adult and Community Learning Quality Support Programme.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Access to Education; Administrator Guides; Adult

Welch, Doug
Benchmarking the Performance of Employment and Training Programs: A Pilot Effort of the Annie E. Casey Foundation's Jobs Initiative.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 01
NOTE- 26p.; This research brief is the fifth in a series of updates related to issues around retention and advancement for low-income residents and lessons learned from the Annie E. Casey Jobs Initiative.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Benchmarking; Comparative Analysis; *Employment Programs; Enrollment; Evaluation Methods; Evaluation Utilization; Job Placement; *Job Training; Labor Turnover; Participation; Performance; *Performance Factors; Program Administration; Program Costs; Program Development; Program Effectiveness; Program Evaluation; Standards; Young Adults
IDENTIFIERS- *Annie E Casey Foundation; Colorado (Denver); Louisiana (New Orleans); Missouri (Saint Louis); Pennsylvania (Philadelphia); Washington (Seattle); Wisconsin (Milwaukee)

As part of its Jobs Initiative (JI) program in six metropolitan areas Denver, Milwaukee, New Orleans, Philadelphia, St. Louis, and Seattle the Annie E. Casey Foundation sought to develop and test a method for establishing benchmarks for workforce development agencies. Data collected from 10 projects in the JI from April through March, 2000, included measures of program participant levels at specific milestones program enrollment, training completion, placement and retention measures, and costs. Performance measures were determined by developing a program flow model, and participating organizations received 6- and 12-month reports summarizing their performance relative to that of their peers. The study found that the programs had different levels of financial resources and applied them to expenses in different ways, that the programs operated at different volumes, and that the number of placements were significantly correlated with age of the programs (longer-running programs had more placements and retentions). Policy implications of the benchmarking project include the following: (1) effective workforce development programs must measure retention; (2) the true costs of employment and training must be understood; (3) measurement standards are critical for benchmarking; (4) benchmarking is not the same as evaluation; and (5) managers may find tracking only their program over time as valuable as comparisons with other programs. (Profiles of the programs are included in the report.) (KC)

ED 465 069 CE 083 315

Fleischer, Wendy
Extending Ladders: Findings from the Annie E. Casey Foundation's Jobs Initiative.
PUB DATE- 01
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Employer Employee Relationship; Employment Potential; *Employment Programs; Government School Relationship; Intergroup Relations; *Job Placement; *Job Training; Labor Force Development; Low Income Groups; Models;

Costs; Program Effectiveness; Program Implementation; Salary Wage Differentials; *State Programs; Statewide Planning; Unemployment; Unemployment Insurance
IDENTIFIERS- *Alaska

Alaska's State Training and Employment Program (STEP) was designed with the primary objective of reducing current and future claims against Unemployment Insurance (UI) benefits by providing training to those who are unemployed or facing unemployment. STEP is also charged with fostering growth of existing businesses and attracting new businesses to Alaska by developing a skilled workforce and lowering employer UI costs. STEP's activities and outcomes in fiscal years 1999-2001 were reviewed. The review established that STEP served 1,568 clients in 2001. New enrollment was up 20.3%, and fewer than half of STEP's clients from the previous year continued services. STEP's expenditures for 2001 totaled $2.78 million. The average expenditure per client decreased from $1,981 to $1,539 between 1995 and 1999 but rose to $1,602 in 2000 and $1,776 in 2001. Individuals who participated in STEP in 2000 filed 43.6% fewer UI claims and collected 67.4% less in benefits in the 5 quarters following STEP training than in the 5 quarters before training. STEP participants' earnings increased by 10.6 percent after completing the program. During 2000, STEP exceeded four of six performance measures set for the program. (Twenty-two tables/figures are included. A glossary and tables listing occupations experiencing labor shortages and training provider costs are appended.) (MN)

ED 465 086 CE 083 359

Hadland, Jeff; Landry, Gerald
Training Program Performance 2000. Employment and Earnings of Training Program Participants Exiting Alaska Training Programs in FY 2000. With a Comparison of Performance with FY 1997, FY 1998, and FY 1999 Program Data.
PUB DATE- 02
NOTE- 44p.; Report prepared for the Alaska Human Resource Investment Council.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; Definitions; Demand Occupations; Dislocated Workers; Educational Finance; Educational Policy; Employment Level; Employment Patterns; *Employment Programs; Glossaries; Job Development; *Job Training; Labor Force Development; Labor Needs; *Outcomes of Education; Participant Characteristics; *Participant Satisfaction; Performance Factors; Postsecondary Education; Program Costs; *Program Effectiveness; Program Implementation; Salary Wage Differentials; *State Programs; Statewide Planning; Student Attitudes; Tables (Data); Unemployment; Unemployment Insurance; Vocational Education; Vocational Schools; Youth Programs
IDENTIFIERS- *Alaska; Washington

The performance of Alaska's State Training and Employment Program (STEP) in fiscal 2000 was evaluated by matching the records of participants of the following STEP subprograms with Alaska and Washington state unemployment insurance (UI) wage records and federal military and federal civilian payroll records. Data were collected for participants of the following groups of STEP programs: (1) adult programs (including one dislocated worker program); (2) programs for adults with barriers (including a training program and a work search program); (3) youth programs; and (4) other programs (Carl Perkins and training and vocational education programs). The performance evaluation

Coben, Diana, Ed.; O'Donoghue, John, Ed.; FitzSimons, Gail E., Ed.
Perspectives on Adults Learning Mathematics: Research and Practice. Mathematics Education Library.
PUB DATE- 00
NOTE- 359p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Adult Learning; Adult Students; Algebra; Biographies; Classroom Techniques; Education Work Relationship; Educational Objectives; *Educational Practices; *Educational Research; Educational Trends; Faculty Development; Foreign Countries; *Learning Processes; Learning Theories; Lifelong Learning; Literacy Education; Literature Reviews; Mathematics Education; *Mathematics Skills; Numeracy; Postsecondary Education; Problem Solving; Research Methodology; *Skill Development; Teacher Improvement; Teaching Methods; Theory Practice Relationship; Universities; Vocational Education
IDENTIFIERS- Australia; Brazil; Contextual Learning; Denmark; Freire (Paulo); New Zealand; Piaget (Jean); United Kingdom; United States

This book contains 22 papers that are designed to situate research and practice in adults learning mathematics within the wider field of lifelong learning and lifelong education. The following papers are included: "Introduction" (Diana Coben, Gail E. FitzSimons, John O'Donoghue); "Review of Research on Adults Learning Mathematics" (Diana Coben); "Section I: Perspectives on Research on Adults Learning Mathematics" (Gail E. FitzSimmons, Gail L. Godden); "Mathematics or Common Sense? Researching 'Invisible' Mathematics through Adults' Mathematics Life Histories" (Diana Coben); "Researching Adults' Knowledge through Piagetian Clinical Exploration--The Case of Domestic Work" (Juan Carlos Llorente); "Understanding Their Thinking: The Tension Between the Cognitive and the Affective" (Janet Duffin, Adrian Simpson); "Section II: Adults, Mathematics, Culture, and Society" (John O'Donoghue); "Mathematics: Certainty in an Uncertain World?" (Roseanne Benn); "Ethnomathematics and Political Struggles" (Gelsa Knijnik); "Statistical Literacy: Conceptual and Instructional Issues" (Iddo Gal); "The Roles of Feelings and Logic and Their Interaction in the Solution of Everyday Problems" (Dhamma Colwell); "Section III: Adults, Mathematics and Work" (Gail E. FitzSimons); "Women, Mathematics and Work" (Mary Harris); "Technology, Competences, and Mathematics" (Tine Wedege); "Mathematics and the Vocational Education and Training System" (Gail E. FitzSimons); "Section IV: Perspectives in Teaching Adults Mathematics" (John O'Donoghue); "Algebra for Adult Students: The Student Voices" (Katherine Safford); "Exploration and Modelling in a University Mathematics Course: Perceptions of Adult Students" (Barbara J. Miller-Reilly); "Assessing Numeracy" (John O'Donoghue); "Adult Mathematics and Everyday Life: Building Bridges and Facilitating Learning 'Transfer'" (Jeff Evans); "Teaching 'Not Less Than Maths, but More': An Overview of Recent Developments in Adult Numeracy Teacher Development in England--With a Sidelong Glance at Australia" (Diana Coben, Noyona Chanda); and "Postscript: Some Thoughts on Paulo Freire's Legacy for Adults Learning Mathematics" (Diana Coben). Most papers include substantial bibliographies. (MN)

ED 465 103   CE 083 441

Martin, James E.; Mithaug, Dennis E.; Husch, James V.; Oliphint, John H.; Frazier, Eva S.
Self-Directed Employment: A Handbook for Transition Teachers and

and illustrated how schools can make strategic use of states' cultural resources. Governors seeking to take advantage of the arts as a workforce development strategy can take the following policy actions: (1) include arts education as an element of comprehensive education reform legislation; (2) encourage artists to participate in community development programs; (3) leverage the private sector's willingness to contribute to the arts by providing seed funding and starter grants to innovative arts-based education programs; and (4) facilitate collaboration between arts educators and juvenile detention centers to promote programs for detained youth. (Contains 27 endnotes.) (MN)

ED 465 120 CE 083 479

McMahon, Amanda Sodoma; Meeder, Hans; Rosen, Linda P.; Silver, Steve; Williams, Andra
Making Academics Count: Action Guide. Successful Strategies.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 01
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Achievement; Academic Education; *Academic Records; Attitude Change; Community Action; Education Work Relationship; Employment Practices; Guidelines; High School Students; High Schools; *Information Utilization; Learning Motivation; Models; Partnerships in Education; Program Guides; Program Implementation; Relevance (Education); *School Business Relationship; Student Attitudes; *Student Motivation; Success

This document is intended to help communities plan and implement initiatives modeled after Making Academics Count, a campaign that was launched in 1997 by the Business Coalition for Education Reform (BCER) to encourage employers to ask job applicants for their school records and thereby help motivate students to achieve at higher levels. The guide begins with background information on the campaign and tools developed by the BCER to support implementation of school records initiatives. Presented next are lessons learned from Making Academics Count campaigns in 16 communities in 11 states. The following steps in planning, organizing, and implementing a Making Academics Count campaign are detailed: (1) ensure the business community leads the practice; (2) integrate the campaign into other state/local education reform efforts; (3) educate employers on obtaining and using school records; (4) develop outreach mechanisms to convey the initiative's message; (5) gain endorsements and collaborate with key constituencies; and (6) have a point of contact for employers and other constituencies. Also included are the following materials: steps in planning for sustainability; profiles of school records initiatives in Maryland and Greater Cleveland, Ohio; and lists of resource publications, program contacts, and sponsors of the Making Academics Count Campaign. (MN)

ED 465 121 CE 083 483

Gender-Based Analysis On-Line Dialogue. Final Report.
SPONS. AGENCY- Canadian Congress for Learning Opportunities for Women, Toronto (Ontario).
PUB DATE- 01

other than LSD, tranquilizers, barbiturates, and alcohol. Key findings mixed results, as did the 1999 and 2000 surveys. The primary drug showing an increase in 2001 was ecstasy, which had been rising sharply since 1998. In contrast to this increase, a number of other drugs showed evidence of some decline in 2001. One of the most important such declines involved heroin, which had been at or near peak levels in recent years. (Contains 9 tables.) (GCP)

ED 465 140 CG 031 771

Carson, Andrew D.; Hinkelman, Jeanne M.
Metaphors for Vocation and Career.
PUB DATE- 99
NOTE- 28p.; Paper presented at the Annual Conference of the American Psychological Association (107th, Boston, MA, August 20-24, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Counseling; *Counseling Techniques; Measures (Individuals); *Metaphors
IDENTIFIERS- *Parsons (Frank)

The role of metaphors in communicating the meaning of vocation and career is explored in the work of Frank Parsons (author of the 1909 classic, Choosing a Vocation), among career clients, and among contemporary career counselors. Exemplars of metaphors for career are provided across these three sources. Recommendations are made for the incorporation of metaphors into career counseling and the development of novel career assessment instruments. (Contains 26 references.) (Author)

ED 465 141 CG 031 772

Mulroy, Kevin; Palacios, Anna; Reid, Robert E.
Adolescent Maturation in Transitioning Cultures.
PUB DATE- 02
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adolescent Development; Adolescents; Cultural Awareness; *Cultural Context; *Cultural Maintenance; High Schools; *Minority Groups; *Personality Development; Prevention; Story Telling

This is a theoretical study of adolescent maturation within a cultural context. Personality development and disintegration due to the pressure of a dominant culture on a minority culture is considered. An attempt is made to understand how teachers might assist students to work out their psychological growth by story telling. The need for cultural preservation as a preventative to dysfunction is pointed out. It is noted that suicide and drug usage among teens are exacerbated by cultural disintegration. The case of Handsome Lake of the Seneca who reversed the cultural disintegration of that tribe is recounted. The need for group and individual therapies that are culturally sensitive is discussed. Finally, the need to direct community action in preserving and using culture for prevention and intervention in educational and therapeutic settings is recommended. Classroom research was done at John F. Kennedy High School in Guam. (Contains 10 references.) (Author)

ED 465 142 CG 031 773

Making Reading Happen: Before; (6) Making Reading Happen: During; (7) Making Reading Happen: After; (8) Selling Reading: Creating a Lifetime Habit; (9) Slipping Writing into the Content Area; (10) Purposeful Writing to an Audience; (11) Learning for a Lifetime; and (12) Lifelong Teaching. Appendixes are: Surveying Your Textbook; Reading Guide: Cells and Structure; Review Circles; Review--A, B, C...Simple!; and Student Favorites. (Cites 134 works.) (NKA)

ED 465 162 CS 510 954

Gabor, Catherine
The Intersection of Community-Based Writing and Computer-Based Writing: A Cyberliteracy Case Study.
PUB DATE- 02
NOTE- 15p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (53rd, Chicago, IL, March 20-23, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Classroom Research; *Computer Literacy; Discourse Communities; Educational Objectives; Educational Theories; Higher Education; Participant Observation; Service Learning; *Writing Instruction
IDENTIFIERS- Computer Assisted Writing; *Rhetorical Sensitivity; Writing Contexts; Writing Intensive Courses

The learning goals that inform service learning as a whole can contribute to the computers and writing field significantly. This paper demonstrates how two lines of inquiry can be furthered, community-based writing and computers and writing, through new data and critical reflection on learning goals and communication tools. The paper presents a case study of an upper division cyberliteracy course in which the author/researcher functioned as a participant-observer. The overarching questions that frame the study discussed in the paper are: Does writing for, in, and/or with extra-classroom communities ("community-engagement writing") provide opportunities for significant engagement in learning; and Do students demonstrate evidence of "rhetorical sensitivity" through participation in community-engagement writing, online and off-line? The paper focuses on evidence of rhetorical sensitivity (considered by the author as the main goal of writing instruction and defined as a process in which students accrue the ability to recognize and critically examine writing tools and rhetorical situations and their position(s) therein) among students in one section of an upper division cyberliteracy course. It chooses to focus on the influence Nora Bacon's work has had on the author's definition of rhetorical sensitivity, because Bacon situates her discussion of rhetorical sensitivity in the specifically relevant context of community-engagement writing. (NKA)

ED 465 163 CS 510 971

Phillips, Lori
Image to Word--Word to Image: Literally A Vision. PREL Briefing Paper.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 9p.

Education; *Reading Attitudes; *Reading Improvement; Reading Materials

At the beginning of the school year, a teacher observed that most of her second grade students were reading below grade level. This was a great concern to her. As soon as she found out that she had to do a research paper, she focused on her students' reading levels. She came up with the idea of putting literacy materials in all the centers to help to develop her students' interest in reading. The teacher rearranged the classroom and clearly marked each of the five centers in the room. She selected the literacy materials for each center and placed them there. After a few weeks, she observed changes in the students' behavior. They would try to finish their assignments on time so that they could work with the materials in the centers. There was also a positive change in their class conduct also. The students became very protective of the materials in the centers and took on leadership roles. (Author/RS)

ED 465 183 CS 511 192

Bodrova, Elena; Leong, Deborah J.; Paynter, Diane E.; Semenov, Dmitri

A Framework for Early Literacy Instruction: Aligning Standards to Developmental Accomplishments and Student Behaviors. Pre-K through Kindergarten. Revised Edition.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 00

NOTE- 36p.; For the first edition, see ED 446 141.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Academic Standards; Behavior Patterns; *Benchmarking; Child Development; Definitions; Early Childhood Education; *Emergent Literacy; Models; *National Standards; *State Standards; Student Behavior; *Student Evaluation

The purpose of this document is to provide more detailed guidance around early literacy instruction than afforded by currently available national and state standards documents. In particular, this document: (1) establishes consistent definitions for the terms "standard" and "benchmark"; (2) establishes a consistent format for early literacy standards and benchmarks; (3) articulates a set of early literacy standards and benchmarks that are based on current national and state standards documents and that reflect the foundational knowledge and developmental differences representative of the research on early literacy development at the pre-k and kindergarten levels; and (4) provides sufficient and appropriate information aligned with this set of standards and benchmarks to aid pre-k and kindergarten teachers in assessing the early literacy development of their students and making classroom instructional decisions. This publication is divided into two sections. Section 1 includes a discussion of critical issues related to current national and state standards documents and a description of the process that was followed to develop the early literacy standards and benchmarks that are a focus of this publication. Section 2 includes the early literacy standards and benchmarks, along with additional information and guidance to help classroom teachers implement these standards and benchmarks in the classroom in a developmentally appropriate manner. Appendixes contain a list of 85 items of research and theory reviewed on early childhood development; an 18-item list of national and state standards documents reviewed; and a list of definitions of terms. (RS) funds to local school districts fail to recognize that the amount of money needed to provide students with an adequate education varies among school districts. A statistical approach to the measurement of the costs of public education and a means of integrating information on costs into school-aid formulas designed to provide funding for educational adequacy are demonstrated in this report. An approach for estimating school-district costs is also described. Finally, a cost-adjusted foundation formula is demonstrated that is designed to guarantee sufficient funding to all school districts in order to provide their students with an adequate education. (Contains 21 references.) (RT)

ED 465 203 EA 031 682

Miller, Kirsten
Resource Allocation: Targeting Funding for Maximum Impact. Policy Brief.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 02
NOTE- 9p.; This policy brief is based on a presentation given by David Grissmer, Senior Management Scientist at RAND, to McREL staff and board members on January 3, 2002.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Achievement; Educational Finance; Elementary Secondary Education; Money Management; *Resource Allocation

Researchers have questioned whether additional resources impact student achievement--essentially, whether money matters. This policy brief examines the connections between student achievement and resource allocation with the aim of providing policymakers with guidance in this area. Key points are that targeted resource allocation especially benefits disadvantaged children, that improving the classroom environment for current teachers may be more cost-effective and yield greater gains than just raising teacher salaries, and that family variables are among the strongest indicators of student achievement. Differences in NAEP scores between states with students who have similar family characteristics suggest that resource allocation does matter and that states and policymakers may benefit from a closer examination of where their resources are being spent. Early intervention, whether in small- or large-scale programs, appears to reduce placement in special-education classes, increase graduation rates, and decrease the likelihood that students will engage in criminal activity. Policy issues and objectives include class-size reduction, offering prekindergarten programs, and exploring methods of improving teacher quality. By considering the costs and returns on this country's investment in education, policymakers can ensure that education dollars are spent most effectively and help the children who need it most. (Contains 17 references.) (RT)

ED 465 204 EA 031 683

Villani, Susan
Mentoring Programs for New Teachers: Models of Induction and Support.
PUB DATE- 02
NOTE- 254p.; Foreword by Charlotte Danielson.
LANGUAGE- English

Developments" (Donna Redmond Jones and Betty Malen); (3) "Interest Groups in National Reading Policy: Perceived Influence and Beliefs on Teaching Reading" (Mengli Song and Cecil G. Miskel); (4) "Bridging and Buffering Parent Involvement in Schools: Managing Exchanges of Social and Cultural Resources" (Rodney T. Ogawa and Susan Clark Studer); (5) "Teachers' Work and Instructional Management, Part I: Alternative Views of the Task of Teaching" (Brian Rowan); (6) "Teachers' Work and Instructional Management, Part II: Does Organic Management Promote Expert Teaching?" (Brian Rowan); (7) "Collective Efficacy and School Organization: A Multilevel Analysis of Teacher Influence in Schools" (Roger D. Goddard); and (8) "A Test of a Model of School Achievement in Rural Schools: The Significance of Collective Efficacy" (Wayne K. Hoy, Page A. Smith, and Scott R. Sweetland). Each chapter concludes with a bibliography. (RT)

ED 465 224   EA 031 706

Molnar, Alex, Ed.
School Reform Proposals: The Research Evidence. Research in Educational Productivity Series.
PUB DATE- 02
NOTE- 297p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Quality; *Effective Schools Research; Efficiency; Elementary Secondary Education; *Program Proposals
IDENTIFIERS- Reform Efforts

This volume features original studies and research syntheses on educational effectiveness and efficiency and serves to clarify what is known about effective public schools. It concerns educational conditions, policies, and practices with an eye toward student achievement, especially that of children living in poverty. Thirteen chapters include: (1) "Early Childhood Education" (W. Steven Barnett); (2) "Class-Size Reduction in Grades K-3" (Jeremy D. Finn); (3) "Small Schools" (Craig Howley); (4) "Time for School: Its Duration and Allocation" (Gene V. Glass); (5) "Grouping Students for Instruction" (Gene V. Glass); (6) "Parental and Family Involvement in Education" (Douglas B. Downey); (7) "Public Schools and Their Communities" (Catherine Lugg); (8) "Teacher Characteristics" (Gene V. Glass); (9) "Converging Findings on Classroom Instruction" (Barak Rosenshine); (10) "Teacher Unions and Student Achievement" (Robert M. Carini; (11) "Value-Added Assessment of Teachers: The Empirical Evidence" (Haggai Kupermintz); (12) "Professional Development" (Ulrich C. Reitzug); and (13) "Charter Schools, Vouchers, and EMOs" (Gerald W. Bracey). Each chapter concludes with a bibliography. (RT)

ED 465 225   EA 031 707

Browne-Ferrigno, Tricia; Muth, Rodney
Becoming a Principal: Role Transformation through Clinical Practice.
PUB DATE- 01
NOTE- 26p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (15th, Cincinnati, OH, November 2-4, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference

*Student Evaluation; Test Validity; Testing Accommodations; *Testing Problems; Testing Programs; Validity

Two focus groups of test and measurement experts were held to explore the use of out-of-level testing for students with disabilities. The participants (n=17) included state and federal level assessment personnel, test company employees, and university professors. A content analysis of the narrative results indicated that there was no clear consensus in supporting or not supporting out-of-level testing. Instead, focus group participants were able to adopt numerous perspectives on many contentious issues. Four key areas demonstrate salient patterns in the focus group data. First, discussions reflected multiple issues and varying definitions that are reported in the field through testimonial evidence. Second, there was marginal comfort in equating out-of-level test scores back to on-grade level test scores for reporting purposes when the state test was a norm-referenced instrument. This "comfort" decreased when participants discussed criterion-referenced instruments, especially when students were tested more than one level below their assigned grade level. Third, there was general consensus about the need to develop large-scale assessment instruments with broad based content so that more students can be included in the testing program. Finally, opposition to out-of-level testing centered on out-of-level policy concerns rather than psychometric concerns. Appendices include focus group probes. (Contains 13 references.) (CR)

ED 465 244 EC 309 000

Bielinski, John; Thurlow, Martha; Minnema, Jane; Scott, Jim
Scale Score Comparability across Two Levels of a Norm-Referenced Math Computation Test for Students with Learning Disabilities. Out-of-Level Testing Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 02
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Standards; *Adaptive Testing; Criterion Referenced Tests; Educational Assessment; *Educational Testing; Educational Trends; Elementary School Mathematics; Evaluation Methods; Evaluation Problems; Focus Groups; Intermediate Grades; Knowledge Level; *Learning Disabilities; Mathematics Achievement; Mathematics Education; Mathematics Skills; *Mathematics Tests; Norm Referenced Tests; Psychometrics; *Student Evaluation; Test Validity; Testing Accommodations; *Testing Problems; Testing Programs

In this study, special education teachers identified students with learning disabilities who were working on math skills usually taught two grades below the grade in which the student was enrolled. Each student (n=33) took two levels of the MAT/7 math computation test, an on-grade test, and an out-of-level test intended for students two grades below. All levels of the MAT/7 are statistically linked to permit scores comparisons across levels. On average, the students obtained a higher scale score on the on-grade test (mean=557) than on the out-of-level test (mean=541). When a correction was made for random guessing, the mean scale score on the on-grade test (mean=535) was lower than the mean scale score on the out-of-level test (mean=550), although the difference was not statistically significant. More of the scores on the out-of-level test (n=16)

IDENTIFIERS- *District of Columbia Public Schools

This Congressional testimony focuses on the challenges faced by the District of Columbia in modernizing its public schools. Specifically, it addresses: (1) increases in the cost of modernizing the schools; (2) delays in completing the schools; (3) quality inspection problems; and (4) concerns about managing asbestos hazards. The testimony concludes that although the school system, with the Corps of Engineers' assistance, has accomplished much in the last few years, the modernization program will cost significantly more and take longer to accomplish than originally projected. It asserts that the school system needs to revise its plans to reflect these realities and to fully fund asbestos management activities this year and ensure that sufficient funding is budgeted in future years. (Appendices contain tables outlining original and current cost estimates and schedules for the first 22 schools to be modernized.) (EV)

ED 465 263 EF 006 129

Casey-Powell, Deborah, Ed.
College and University Apartment Housing.
PUB DATE- 99
NOTE- 217p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Building Operation; *College Housing; Educational Facilities Improvement; Facilities Management; Higher Education; Maintenance; Safety
IDENTIFIERS- *Apartments; *Housing Management

The purpose of this book is to update housing professionals on the current issues and future trends facing college and university apartment operations in the 21st century. Its chapters are: (1) "The History of Apartment Housing" (Rena Buchan); (2) "Research in Apartment Housing" (Donald Whalen); (3) "Community Services and Programming: A Search for Balance" (Deborah Casey-Powell and Patricia Griffin); (4) "Legal, Safety, and Operational Issues" (Eric Luskin); (5) "Facilities Management" (Todd Pignataro and John Ringle); (6) "Renovation and Redevelopment of Apartment Facilities" (Cary Roth); (7) "Multicultural Models and Campus Ecology Theory: Applications to Diversity in Apartment Communities" (Silvia Echevarria Rafuls, Mary Howard-Hamilton, and Joanna Jennie); (8) "Staff Training and Development: A Key to Successful Organization" (Lori Patterson and Jana Severson); (9) "Student Governments within Apartment Housing" (Katherine Carr); (10) "Mental Health in Apartment Housing: A Spectrum of Issues and Services" (Nancy Lange, Joanna Jennie); (11) "A Look into the Future of Child Care Options in Apartment Housing" (Su-Fen Lin); and (12) "Future Trends in Apartment Housing" (Martha Castleberry and Peter Rejto). Each chapter contains references. (EV)

ED 465 264 EF 006 130

Grimm, James C.; Dunkel, Norbert W.
Campus Housing Construction and Renovation: An Analysis of Cost and Design.
PUB DATE- 99
NOTE- 133p.; Funding provided by University Loft.
LANGUAGE- English

of English. It examined whether such factors as language background (native English speaker versus native Chinese speaker), academic discipline, and educational background affected raters' scoring outcomes; whether rating scales (holistic versus analytic) affected raters' scoring outcomes; and whether raters' holistic scales correlated with specific features of analytic scores. Researchers selected a composition written by a Taiwanese student in a freshmen composition course. A group of 4 native English-speaking and 10 native-Chinese-speaking faculty members read and rated the composition using 2 holistic and 2 analytic grading scales and corrected everything that appeared ungrammatical. The think-aloud process was used to examine the rating process. Results found no significant differences in the score results of the four rating scales between raters of different academic disciplines or educational backgrounds. The mean score of the two groups of raters was significantly different on the Test of Written English rating scale. Significant correlations were found between holistic and analytic scores for content and organization. The mean scores of different rating scales differed significantly. Raters differed in total number of comments and number of factors commented upon. (Contains 9 tables and 18 references.) (SM)

ED 465 284 FL 027 308

Brown, Zoe Ann; Hammond, Ormond W.; Onikama, Denise L.
Language Use at Home and School: A Synthesis of Research for Pacific Educators. Research Series.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Achievement; Bilingual Education; Bilingual Students; Communication Skills; Cultural Awareness; Elementary Secondary Education; English (Second Language); Foreign Countries; Immersion Programs; Language Acquisition; Language Minorities; *Language of Instruction; Language Proficiency; *Language Usage; Parents; Public Opinion; Second Language Learning
IDENTIFIERS- *Pacific Region

This publication reviews research findings on selected aspects of home and school language usage in the Pacific region, which is a multilingual context with English as the common language. Patterns of indigenous and English language vary considerably across geographical areas. Traditional cultures and languages are changing rapidly. The wide variation in language environments leads to educational policies and practices that use a complex array of English and vernacular language. Language minority students lag behind others in overall school performance. Parents may overuse English, their weaker language at home, because they worry about insufficient exposure, though they should really communicate in their stronger language. Homes provide a rich environment for language learning. Public sentiment affects language usage in the Pacific. Current research supports use of students' vernacular language in school and highlights the advantage of proficiency in two languages. Research also suggests there are two types of language proficiency (basic interpersonal communication skills and cognitive academic language proficiency). Instructional models for teaching English language learners include while letting students determine content; and discusses life skills, with students negotiating to come up with mutually agreed upon stories. The teacher asks students what is happening in each frame of the story to elicit discussion, then writes it down as students retell it. The teacher can ask questions to make sure important information or vocabulary is included. After the story is written, the class practices reading it chorally and individually. Students then copy it down. Various follow-up activities like sentence or word sequencing or cloze activities can be done to promote reading. (Adjunct ERIC Clearinghouse for ESL Literacy Education) (SM)

ED 465 304 FL 801 502

Lyster, Elda, Ed.; Dlamini, Bongiwe, Ed.
The Power of the Drum and Other Stories = Isigubhu sezimango nezinye izindaba.
SPONS. AGENCY- Department for International Development, London (England).
PUB DATE- 99
NOTE- 71p.; By Muthande Society of the Aged Literacy Programme literacy learners in Durban, South Africa. Illustrated by Adele O'Connell. Sponsored by HelpAge International.
LANGUAGE- Zulu; English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; *Apartheid; Beginning Reading; *Blacks; Cultural Awareness; Emotional Experience; *English (Second Language); Foreign Countries; Love; Memory; Older Adults; Racial Discrimination; Reading Instruction; Second Language Learning
IDENTIFIERS- Loss; *South Africa

This book, written in English and Zulu, presents stories written by older people from the Muthande Society for the Aged Literacy Programme in South Africa. It is suitable for people learning to read for the first time or for people learning to read in a second language. In the Muthande Society for the Aged Literacy Programme, both teachers and learners are older people. As part of the program in 1999, oral storytelling workshops were conducted with these older learners. Through the use of artifacts such as old coins, musical instruments, and pass books, many of which participants had not seen in decades, vivid memories and experiences were evoked. The stories in this book were selected for their power to bring back very personal memories of passionate love, loss, disappearing traditions, and life in apartheid South Africa. The stories are: "The Power of the Drum"; "Makhweyana"; "Father's Dish"; "Working on a Farm"; "Love That Never Ends"; "She Was Overcome with Love"; "My Grief"; "My Hat"; "Courage To Conquer"; "I Looked for It and Found It"; and "Making History." (Adjunct ERIC Clearinghouse for ESL Literacy Education) (SM)

ED 465 305 FL 801 503

Lyster, Elda
The Nkosi Family.
SPONS. AGENCY- Rockefeller Bros. Fund, New York, NY.
PUB DATE- 91
NOTE- 42p.; A publication of the New Readers Project. Also funded by: the Chairman's Fund Educational Trust; Development and Peace; The Hexagon Trust; The Energos Foundation; and the Trust for Educational Advancement in South Africa. Illustrated by Jeff Rankin. Available in English, Zulu, Xhosa, Sotho, and

Byles and Ruth Soetendorp); (8) The New Advocacy: Implications for Legal Education and Teaching Practice (Julie Macfarlane); and (9) Space, Time, and (E)Motions of Learning (Abdul Paliwala). Each chapter contains references. (SLD)

ED 465 326   HE 034 964

Higher Education Counts: Accountability Measures for the New Millennium. Report II. Data Analysis Update: Performance Improvement Targets.
PUB DATE- 02
NOTE- 193p.; For a progress report on the development of the accountability measures and a prototype report, see ED 457 792 and ED 457 793, respectively. For the first annual report, see ED 457 799.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Accountability; Annual Reports; Educational Objectives; Higher Education; Institutional Characteristics; *Institutional Evaluation; *Performance Factors; State Legislation; *State Standards
IDENTIFIERS- *Connecticut

This report is the second annual accountability report of Connecticut's state system of higher education. With the passage of Public Act 01-173, each constituent unit of higher education is to submit an accountability report to the Commissioner of Higher Education annually by January 1. The Commissioner is charged with assembling a consolidated accountability report to the Joint Standing Committee on Education. For the first time, the 2002 report contains performance improvement targets. This document provides updated baseline data and peer institution comparisons for measures reported in the previous year and data on several new measures included for the first time this year. A set of four measures for the Connecticut Distance Learning Consortium is also presented for the first time. The report opens with the presentation of system-level measures to provide a statewide perspective on higher education in Connecticut. These measures are followed by reports from each of the constituent units. Each section begins with a brief discussion of unit mission, strategic priorities, and peer institutions used for comparative purposes. Attachment A contains a list of measures for which performance improvement targets have been set. Attachment B contains an updated timeline for the development and reporting of measures not yet included in this report, and Attachment C provides a list of measures that have been substituted or dropped. (Contains 87 tables and 110 figures.) (SLD)

ED 465 327   HE 034 965

Wenzel, Stacy A.; Hollenshead, Carol
Former Women Faculty: Reasons for Leaving One Research University.
PUB DATE- 98
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; *Equal Opportunities (Jobs); Gender Issues; Higher Education; *Sex Discrimination; *Teacher Attitudes; *Teacher Supply and Demand; Tenure; *Women Faculty

This report asserts that in spite of increases in efforts by defined by the model were not altogether plausible. The model was modified, while staying within the framework of the literature on attrition. The modified version provided adequate goodness-of-fit indices. In the model, the effect of initial educational aspiration on persistence was realized completely through intermediary variables. Of the background and demographic variables in the model, socioeconomic status, age, and academic ability (Scholastic Assessment Test score) had significant total effects on 5-year system persistence. Direct and indirect effects were identified. Other variables that helped explain system persistence were percentage of full-time attendance, hours worked at a job, scholastic achievement, and student involvement. (Contains 3 figures, 1 table, and 56 references.) (SLD)

ED 465 346 HE 034 996

Daempfle, Peter A.
Faculty Assumptions about the Student Characteristics Required for Success in Introductory College Biology.
PUB DATE- 02
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Biology; *College Faculty; College Preparation; College Students; *Educational Attainment; *High School Students; Higher Education; Introductory Courses; School Holding Power; *Student Characteristics; *Teacher Expectations of Students
IDENTIFIERS- Life Transitions

The transition from secondary to postsecondary science courses is characterized by low student retention rates. Student difficulties may be related to an incongruity between secondary student preparation and postsecondary faculty requirements. The purpose of this study was to learn how well matched secondary and postsecondary teacher assumptions were about the student characteristics required for success in introductory college biology courses. Faulty participants were interviewed and engaged in homogeneous and heterogeneous focus groups. Interviews and focus groups included three secondary and four postsecondary faculty members. They developed tables of specifications for student requirements and responded to surveys. Results indicate that secondary and postsecondary faculty have differing assumptions about the importance of certain student characteristics. The study further shows that communication improves the agreement of the two groups about such assumptions. The results point to future research possibilities and make it possible to draw educational implications for retention. Four appendixes provide supplemental information and contain the interview protocols. (Contains 3 figures and 22 references.) (SLD)

ED 465 347 HE 034 997

Daempfle, Peter A.
An Analysis of the High Attrition Rates among First Year College Science, Math and Engineering Majors.
PUB DATE- 02
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

undermine the Civil Rights Act of 1964. This paper discusses current issues and challenges that pertain to affirmative action programs that are directly related to Title VI of the Civil Rights Act of 1964. Among the most recent challenges to colleges and universities is the case of Johnson v. Board of Regents of the University of Georgia. The decision by the U.S. 11th Circuit Court of Appeals has the potential to alter affirmative action programs and their ability to bridge the gap for minority students seeking educational attainment. The paper also contains a brief review of the historical events that produced the Civil Rights Act of 1964 as background to the discussion of the current controversy. (SLD)

ED 465 369   HE 035 043

CRitical Issue Bibliography (CRIB) Sheet: Educational Uses of Personal Digital Assistants.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *College Students; *Computer Uses in Education; *Educational Technology; Higher Education
IDENTIFIERS- *Personal Digital Assistants

This CRitical Issue Bibliography (CRIB) sheet describes resources on the educational use of personal digital assistants (PDAs). It provides an overview, a section on the use of PDAs by teachers and in teacher education, a section on the use of PDAs by students and in classrooms, and a listing of a few of the many Internet resources on PDA use in educational environments. The annotated bibliography describes 11 resources in the ERIC database and 4 Internet resources. (SLD)

ED 465 370   IR 021 380

Nelson-Barber, Sharon; Trumbull, Elise; Wenn, Richard
The Coconut Wireless Project: Sharing Culturally Responsive Pedagogy through the World Wide Web.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Computer Assisted Instruction; *Cultural Activities; Elementary Education; Instructional Design; Instructional Development; Instructional Innovation; Learning Activities; *Science Instruction; *Teaching Methods; World Wide Web
IDENTIFIERS- *Chamorros

Beginning in the 1997-98 school year, WestEd staff, with the support of the Pacific Resources for Education and Learning (PREL), worked intensively with a group of five Chamorro teachers from Rota Elementary School (Hawaii) to develop culturally responsive, standards-based science units. The larger goal was to develop Web-based case examples of have a higher level of global competency will certainly become more effective and valuable employees in this environment. In addition, student involvement in international activities provides opportunities for personal diplomacy and adventure. The economic benefits of having international students on college campuses and in the local community is outlined. Foreign students typically spend $20,000 per year for tuition, fees, and living expenses. Curriculum in initiatives, study-abroad programs, global fairs, and college partnerships are ways in which community college leaders can build global connections. An ESL program is a crucial element of the recruitment process. Community colleges should have a Web site linked to search engines. The colleges should advertise in reliable markets such as Japan and Western Europe by sending mailings to these countries. They should also attend overseas fairs. A list of federal funding sources and AACC international sources is included. (NB)

ED 465 389 JC 020 414

Library and Learning Resources Programs Statistical Data Report, Fiscal Year 1996-97.
PUB DATE- 01
NOTE- 572p.
LANGUAGE- English
EDRS Price- MF02/PC23 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Community Colleges; Information Services; Librarians; *Libraries; *Library Collections; Library Development; Library Facilities; Library Funding; *Library Materials; *Library Personnel; Library Role; *Library Services; Library Technicians; Resource Centers; Tables (Data); Two Year Colleges; Users (Information)
IDENTIFIERS- *California Community Colleges

This study, the first of its kind, examines the ability of the California Community College System to provide its students and faculty with Library and Learning Resources Programs and Services that are sufficient in quality, depth, and diversity to support each college's educational programs. The study covers a 7-year period from 1988-1989 through 1994-1995. The core organizational structures of the library and learning resources programs in the college system include the library, media centers (90%), learning assistance centers (56%), and computer centers (49%). The data included in the report is a compilation from 87 (83% of college system) participating colleges. Highlights of the report follow. Hours of access ranged from 51 to 77.5 hours per week, with an average of 63.81 hours. Weekend hours were limited to 4 to 10 hours per day, and often coincided with exam periods. Responding colleges requested interlibrary loans totaling 29,744 items, 34.74% of which were filled by community colleges. The colleges received 25,011 requests for items to be lent; 42% of the items were requested from within the system, and 53.92% were from outside of the California higher education community. In fiscal year 1996-97, library and media facilities were used by 18,916,471 persons, and the college system provided direct service to 12,778 persons from the community at large. (NB)

ED 465 390 JC 020 416

Viterito, Arthur; Teich, Carolyn
The Nursing Shortage and the Role of Community Colleges in Nurse

at every community colleges and private career schools from 1994-2000. (MKF)

ED 465 408   JC 020 439

Whitireia Community Polytechnic Annual Report, 2000.
PUB DATE- 01
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Faculty; Community Colleges; Diversity (Institutional); *Employer Attitudes; Foreign Countries; Job Training; *Maori (People); Minority Groups; *Outcomes of Education; *Participant Satisfaction; Program Evaluation; *School Effectiveness; Student Attitudes; Technical Institutes; Two Year Colleges
IDENTIFIERS- *New Zealand

This annual report addresses the key achievements of and financial and service performance evaluations for Whitireia Community Polytechnic (New Zealand) for the year 2000. One key achievement highlighted in the report included the target student completion rate being 76%, while the actual completion rate was 83%. Every program was surveyed for student satisfaction--of 4,274 students, 1,259 responded. Student satisfaction with the overall program was 86%, with standard of teaching 82%, and with content 90%. Employer satisfaction rates with employees trained at Whitireia show that of the 40 employers (60%) who responded to the questionnaire, 100% were satisfied with their employees' attitudes, and 92% were satisfied with their employees' levels of skill. Whitireia's target for staff development participation was 95%, while 100% of allied staff actually undertook at least two days equivalent of work-related training and development, and 100% of tutorial staff undertook at least ten days. The report also addresses Whitireia's role in meeting its obligations regarding the Treaty of Waitangi and the needs of the Maori. The report determined that 83% of full-time programs offered have consideration of the Treaty appropriately integrated into the program, and that approximately 340 Maori students successfully completed full-time programs of study. Appended are sections relating to the following topics: Special Supplementary Grant; Program Advisory Committees; and Graduates.(NB)

ED 465 409   JC 020 440

National Articulation and Transfer Network (NATN): Building an Alternative Pathway for Underserved Student Populations To Access Historically Black Colleges and Universities (HBCU), Hispanic Serving Institutions (HSI) & Tribal Colleges and Universities (TCU).
PUB DATE- 02
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Academic Persistence; Articulation (Education); Black Colleges; Black Students; College Role; *Community Colleges; Educational Assessment; *Educational Objectives; *High Risk Students; Higher Education; Hispanic American Students; *Minority Groups; *Outcomes of

single women; (6) low birthweight births; (7) late or no prenatal care; (8) teen birth rate; (9) three-risk-factor births; (10) infant mortality; (11) child deaths; (12) teen deaths; (13) child abuse or neglect; (14) out-of-home placement; (15) children in families enrolled in TANF; (16) children in families receiving WIC; (17) children enrolled in Medicaid; (18) children enrolled in child health plan plus; (19) children receiving free or reduced lunch; (20) high school graduation rate; and (21) high school dropout rate. The report concludes with data notes and definitions. (SD)

ED 465 428 PS 030 332

Adelman, Howard; Taylor, Linda
Early Development and School Readiness from the Perspective of Addressing Barriers to Learning. A Center Brief.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.; Substance Abuse and Mental Health Services Administration (DHHS/PHS), Rockville, MD. Center for Mental Health Services.
PUB DATE- 01
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Strategies; Early Childhood Education; *Educational Change; Educational Policy; *Learning Readiness; Models; *Public Policy; *School Readiness; Young Children
IDENTIFIERS- *Barriers to Participation

Interest in early education and school readiness gives rise to opportunities for promoting health development as well as addressing barriers to development and learning. This brief highlights the need to approach early education and school readiness from a perspective of addressing barriers. The brief discusses the marginalization and fragmentation that characterizes early childhood policies and practices, the need to approach school readiness in the context of efforts to expand school reform, and the type of comprehensive and multifaceted frameworks that should guide school readiness policy and practice. Central policy concerns include coalescing resources and decreasing marginalization. Dimensions of school readiness are presented, and the need to fully integrate approaches to promote school readiness into education and community reforms are highlighted. The brief provides examples of barriers to development and learning as well as delineating protective factors, including risks or protective factors related to neighborhood, family, preschool and peer relationships, and individual characteristics. Included is a three-component model of interconnected systems for meeting the needs of all children, providing a continuum of programs and services ensuring use of the least intervention needed: (1) instructional component to facilitate learning; (2) management component for governance and resource management; and (3) enabling component to address barriers to learning. The brief contends that the enabling component provides a unifying concept for responding to a wide range of factors interfering with learning and performance. The use of this framework at one school site is then discussed, and "curriculum" areas for the enabling component are presented, including enhancing teacher capacity for addressing problems, enhancing home involvement, and providing outreach in the community to build linkages and collaboration. (Contains 31 references.) (KB) eligible for the school choice option and who can offer alternative schooling. (Contains a list of Web sites for additional information, key implementation dates, and a glossary.) (HTH)

ED 465 447   PS 030 422

Muharrar, Aisha
More Than a Label: Why What You Wear or Who You're with Doesn't Define Who You Are.
PUB DATE- 02
NOTE- 153p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adolescent Attitudes; Adolescent Development; *Adolescents; Alienation; High School Students; High Schools; Homophobia; Interpersonal Relationship; *Labeling (of Persons); *Peer Relationship; Popularity; Racial Bias; Sex Bias; *Social Development; Surveys
IDENTIFIERS- Cliques

Based on a nationwide survey of more than 1,000 adolescents 13 to 17 years old and drawing on the experiences of the 17-year-old author, this book explores social labeling and what it means to adolescents. The book is presented in three parts. Part 1, "What's in a Label?" explains what labels are and how they develop. Part 2, "How Labels Make People Feel," describes the positive and negative emotions that accompany labels. Part 3, "What You Can Do about Labeling," includes ideas for helping adolescents break the labeling habit and ways they can help others to do the same. Each chapter of the book includes quotations from Teen Labels Survey respondents; incorporates first-person stories from teens regarding labels, cliques, and social pressures; and offers questions for self-reflection. (Contains 36 references.) (KB)

ED 465 448   PS 030 423

Chen, Shing-Jen, Ed.; Murohashi, Harumitsu, Ed.; Fujino, Yuki, Ed.
Research and Clinical Center for Child Development Annual Report, 2000-2001.
PUB DATE- 02
NOTE- 39p.; For 1999-2000 report, see ED 454 956.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Acoustics; Age Differences; *Attention; Auditory Perception; Caregiver Role; *Caregiver Speech; *Child Development; Foreign Countries; Infant Behavior; *Infants; Mothers; *Parent Child Relationship
IDENTIFIERS- *Fetal Development; Fetal Research; Gaze Patterns; Japan

This annual report presents several articles related to the work of the Clinical Center for Child Development at Hokkaido University in Sapporo, Japan. The articles are: (1) "Joint Attention as a System Property of the Infant-Caregiver Interaction System"(Tsuneda Miho and Shing-Jen Chen); (2) "Age-Related Change in Japanese Maternal Infant-Directed Speech and Infant's Vocal Response" (Katsuko Niwano and Kuniaki Sugai); and (3) "Measuring Human Fetal Responses to Sounds by Umbilical and Middle-Cerebral Artery Velocity Waveforms: A Preliminary details the achievements of the 1990 World Summit for Children. Nearly 150 countries provided national progress reports of their implementation of goals set forth in the Summit and the 1989 Convention on the Rights of the Child. The first part of the report, First Call for Children, provides an overview of successes throughout the 1990s and areas of continued concern. The Secretary-General acknowledges net progress for children, despite unfinished business and new challenges. Some areas of disappointment are the growth of HIV/AIDS and the enlarged gap in per capita income between industrialized and developing countries. Failure to achieve many goals of the Summit can be attributed to insufficient financial commitment from developing countries and donors. The second and largest part of the report details progress in implementing the World Summit declaration. This part has three subsections: (1) Health, Nutrition, Water and Sanitation; (2) Education and Literacy; and (3) Children's Protection and Civil Rights. Health topics include women's health, HIV/AIDS, policy strategies, and future actions. Education includes not only primary, secondary, and vocational education but also child labor, adult literacy and life skills. The section on children's protection consists of Role of the Family, Civil Rights and Freedoms, and Special Protection Measures, including child labor, children in armed conflict, and sexual abuse and exploitation. The reports final part deals with perspectives for the future. This part explains lessons learned from the past decade, such as the need for broad human rights, accountable government, and empowerment of all people in order to improve the lives of children. The report concludes with a reminder that the international community has the resources, understanding, and experience to build a world fit for children and the irrefutable obligation to do so. (KK)

ED 465 464 PS 030 458

Hawkins, Mary
Guidelines for Programs To Reduce Child Victimization: A Resource for Communities When Choosing a Program To Teach Personal Safety to Children.
SPONS. AGENCY- Department of Justice, Washington, DC. Office of Juvenile Justice and Delinquency Prevention.
PUB DATE- 99
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Bullying; Check Lists; Child Abuse; *Child Safety; *Children; Elementary Secondary Education; *Evaluation Criteria; Missing Children; Prevention; Program Effectiveness; *Program Evaluation; Risk Management; *Safety Education; School Safety; Selection Tools; Sexual Abuse; *Violence
IDENTIFIERS- Program Characteristics; Sex Exploitation; Sexual Violence; *Victimization

The National Center for Missing and Exploited Children (NCMEC) compiled this guide for schools, community groups, and individuals who are choosing programs that teach personal safety to children. A task force of eight other organizations contributed to the guide. The guide defines child victimization as sexual abuse and assault, abduction, bullying, and school violence, and then provides background on safety education, including history, schools role in prevention, assumptions of education programs, and goals. The guide next provides

The Story of One: A Reflection of Many. Lessons Learned from an Appalachian Heritage.
PUB DATE- 01
NOTE- 9p.; Paper presented at the Annual Conference of the Women of Appalachia: Their Heritage and Accomplishments (3rd, Zanesville, OH, October 25-27, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Aspiration; *Educational Attitudes; Emotional Abuse; Extended Family; *Family Influence; Interviews; Reminiscence; Resistance to Change; *Rural Women; Sex Role; Social Attitudes; Sociocultural Patterns; *Stereotypes; *Traditionalism
IDENTIFIERS- *Appalachian Culture; *Fatalism

Family connections, traditional activities, educational goals, and fatalism are themes running throughout research and published observations about Appalachia. Information from 3 days of interviews with the author's grandmother, an 87-year-old Appalachian woman, is compared to these common research themes. The interviewee's experiences concerning family connections were consistent with the literature in that they revealed strong family ties and a marriage to a mentally and physically abusive man who kept her isolated at home. Traditional activities such as farming, canning, and quilting were all strongly present in the interviewee's life, which corresponded with findings in the literature. Much of the literature regarding Appalachian beliefs about education portrays Appalachians as being less interested in education, with many considering formal education as a substitute for hard work. Higher education, especially for women, is discouraged. The author's grandmother did not have those experiences. She graduated high in her class and intended to attend college, but finances prevented it. At age 67, she took a few college classes. The fatalism reported in research was not a dominant theme in the interviews, but threads of resignation were detected toward the hardships she endured. While the grandmother's life mirrored many of the research themes, her strength, dignity, and courage overshadowed their negativity. (Contains 20 references.) (TD)

ED 465 483 RC 023 536

Lawrence, Barbara Kent
Lowering the Overhead by Raising the Roof ...and Other Rural Trust Strategies To Reduce the Costs of Your Small School. A Report from the Rural School and Community Trust.
PUB DATE- 02
NOTE- 26p.; Photographs may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Community Involvement; Educational Cooperation; *Educational Facilities Improvement; *Educational Facilities Planning; Educational Finance; Elementary Secondary Education; Federal Aid; Resistance to Change; Resource Materials; Rural Schools; School Community Relationship; *School Construction; *School Maintenance; *Shared Resources and Services; *Small Schools; State Regulation

Thirteen strategies are presented for reducing the costs of

The 1990s witnessed significant developments in partnership and empowerment as UCC considered its role, structures, and processes in effecting change in delivery and experience of adult education designed to facilitate and promote social inclusion. (Contains 18 references.) (YLB)

ED 465 017   CE 083 176

O Fathaigh, Mairtin
The Social-Interaction Learning Styles of Irish Adult Learners: Some Empirical Findings.
PUB DATE- 00
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Action Research; Adult Education; *Adult Learning; Adult Students; *Age Differences; *Cognitive Style; Developed Nations; Educational Research; Foreign Countries; Higher Education; *Interpersonal Relationship; Personality Measures; *Sex Differences
IDENTIFIERS- Grasha Riechmann Student Learning Style Scales; Ireland; *University College Cork (Ireland)

An action research project was conducted to understand the learning style profile of Irish adult learners better and to integrate the findings into development seminars for adult education teachers and tutors. The Grasha-Riechmann Student Learning Styles Scale (GRSLSS) was chosen as the research instrument to explore Irish adults' learning styles with 532 adult education learners attending certificate or diploma programs organized by University College Cork. Six styles were measured: Independent, Dependent, Participant, Avoidant, Collaborative, and Competitive. Data indicated Irish adult learning styles were high in the dimensions of Participant, Collaborative, and Dependent and low Avoidant and Competitive. The analysis of variance results confirmed comparative findings with the GRSLSS with males adopting more Independent and Competitive styles than females and older learners more participatory in style and younger learners higher in Avoidance and Competitiveness. (Contains 25 references and 7 tables.) (YLB)

ED 465 018   CE 083 177

O Fathaigh, Mairtin
Universities, Partnership and the Promotion of Social Inclusion: Some Issues and Developments in Ireland.
PUB DATE- 97
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; *Adult Education; *Community Education; Community Programs; Developed Nations; *Disadvantaged; Disadvantaged Environment; Empowerment; Equal Education; Foreign Countries; Higher Education; *Partnerships in Education; Poverty Areas; *School Community Relationship; Social Integration; Social Isolation; Universities
IDENTIFIERS- Ireland (Cork); Stakeholders; University College Cork (Ireland)

University College Cork (UCC) and excluded/disadvantaged communities on Cork's Northside undertook a partnership project. The partnership process exposed real divisions and

Centers for Disease Control, National Institute of Child Health and Human Development, U.S. Department of Agriculture, and the Annie E. Casey, David and Lucille Packard, Edna McConnell Clark, George Gund, and Smith Richardson Foundations.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Adolescents; Children; Comparative Analysis; *Family Income; Family Life; Family Problems; Family Work Relationship; One Parent Family; *Program Effectiveness; *State Programs; *Welfare Recipients; *Welfare Reform; Welfare Services

IDENTIFIERS- Aid to Families with Dependent Children; *Connecticut; Impact Studies; Time Limited Welfare; Welfare to Work Programs

Connecticut's Jobs First program was subjected to a rigorous, large-scale evaluation. During the evaluation, nearly 5,000 single-parent welfare applicants and recipients in 2 cities were randomly assigned to Jobs First or to the Aid to Families with Dependent Children (AFDC) group. Each group's progress was compared over a 4-year period. The following were among the key findings: (1) at the study's end, 51% of the Jobs First enrollees were working and off welfare versus 42% of the AFDC group; (2) Jobs First enrollees earned 7% more than did their AFDC counterparts; (3) although families in both groups received about the same amount in welfare payments at the end of the 4-year period, the Jobs First families averaged 6% more in income from public assistance and earnings; (4) just over half of the Jobs First recipients reached their benefits time limit, and about two-thirds received at least one 6-month extension; and (5) Jobs First generated some small improvements in the behavior of participants' young children but had mixed effects on adolescents. It was concluded that, at least when the economy is exceptionally strong and most nonworking recipients are granted benefits extensions, time limits on welfare receipt can be implemented without widespread severe consequences for families. (Contains 17 notes, 8 tables, and 3 figures.) (MN)

ED 465 036 CE 083 265

Miller, Cynthia; Riccio, James A.

Making Work Pay for Public Housing Residents: Financial-Incentive Designs at Six Jobs-Plus Demonstration Sites.

SPONS. AGENCY- Department of Housing and Urban Development, Washington, DC.; Department of Health and Human Services, Washington, DC.; Department of Labor, Washington, DC.; Rockefeller Foundation, New York, NY.; Joyce Foundation, Chicago, IL.; James G. Irvine Foundation, San Francisco, CA.; Surdna Foundation, Inc., New York, NY.; Northwest Area Foundation, St. Paul, MN.; Annie E. Casey Foundation, Baltimore, MD.; Alcoa Foundation, Pittsburgh, PA.; Ambrose Monell Foundation, New York, NY.; Ford Foundation, New York, NY.; Open Society Inst., New York, NY.; Instituto Nacional de Pedagogia (Mexico).; Grable Foundation, Pittsburgh, PA.; New York Times Foundation, NY.; BP America, Cleveland, OH.

PUB DATE- 02

NOTE- 89p.; Jobs-Plus also funded by Stuart and Washington Mutual Foundations. Dissemination supported by Starr Foundation and Atlantic Philanthropies.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

Education; *Adult Learning; Case Studies; *Community Education; *Cultural Pluralism; *Culturally Relevant Education; Disabilities; Educational Legislation; Educational Opportunities; *Equal Education; Foreign Countries; Inclusive Schools; Minority Groups; Models; Program Evaluation; Public Policy; Questionnaires; Racial Integration; Relevance (Education); Self Evaluation (Groups); Special Needs Students; Staff Development; Student Centered Curriculum; Trend Analysis; World Wide Web
IDENTIFIERS- *United Kingdom

This document is a practical guide to help managers of adult and community education programs in the United Kingdom address equality and diversity in the context of the Learning and Skills Council (LSC) remit and the Common Inspection Framework. The following are among the topics discussed in Sections 1-4: (1) learner-centered approaches (inclusive learning, widening participation, achieving learning goals, equality of opportunity, meeting community needs, meeting learners' needs, a curriculum fit for purpose, staff development); (2) a higher profile for equality and diversity (the LSC remit and the Common Inspection Framework); (3) the changing legal context (the MacPherson report, the Race Relationships (Amendment) Act of 2000, the Special Educational Needs and Disability Act of 2001); and (4) local education agency equality frameworks (neighborhood renewal, best value, Racial Equality Means Quality). Case studies highlighting good practice are included throughout these four sections. A self-audit tool to help managers and coordinators evaluate and improve their provision is also included. Statutory requirements regarding race and sex discrimination, positive action, disability discrimination, age discrimination, and human rights are appended. A list of 15 relevant organizations and their World Wide Web addresses concludes the guide. (Contains 17 references.) (MN)

ED 465 053 CE 083 289

Freedom To Learn: Basic Skills for Learners with Learning Difficulties and/or Disabilities. The Report of the Working Group Looking into the Basic Skills Needs of Adults with Learning Difficulties and Disabilities.
PUB DATE- 00
NOTE- 35p.; Follow-up report to "A Fresh Start" (CE 083 290).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Accommodations (Disabilities); Access to Education; Adult Basic Education; Adult Learning; *Adult Students; *Basic Skills; Curriculum Development; Educational Needs; Educational Policy; Foreign Countries; Government School Relationship; Learning Disabilities; *Learning Problems; *Literacy Education; Models; National Surveys; Needs Assessment; Non English Speaking; Numeracy; Policy Formation; Public Policy; Social Integration; Special Needs Students; Trend Analysis
IDENTIFIERS- *England

A working group of professionals and practitioners from across England was formed to identify the basic skills needs of and adults with learning difficulties and/or disabilities and to determine how to better meet those needs. The working group sent out a "call for evidence" and used its own networks to gather evidence. The evidence was in the context of the government's agenda on social inclusion and partnership and the emerging national strategy for tackling adult basic skills. The following actions were deemed necessary by the working group:

Outcomes of Education; Policy Formation; Poverty; Program Administration; Program Development; *Program Effectiveness; Program Evaluation; Public Policy; Young Adults
IDENTIFIERS- *Annie E Casey Foundation; Colorado (Denver); Louisiana (New Orleans); Missouri (Saint Louis); Pennsylvania (Philadelphia); Washington (Seattle); Wisconsin (Milwaukee)

In 1995, the Anne E. Casey Foundation launched the Jobs Initiative (JI) in six cities to change labor market prospects for low-income young people in order to help them get jobs that could move their families out of poverty. The JI attempts to change the way employers recruit and supervise workers and how work is structured; to prepare workers and create conditions for their success; and to reach thousands of low-income people. After about 4 years, evaluation of the $30 million program showed that many successes have been achieved. JIs in Denver, Milwaukee, New Orleans, Philadelphia, St. Louis, and Seattle have enrolled nearly 12,000 workers and placed about half of them in jobs, paying $7-$11 per hour plus benefits, with more than 2,100 employers. Factors contributing to program success include the following: (1) designing the right mix of employment strategies for low-income job seekers; (2) engaging employers in workforce development; (3) providing support services; (4) understanding the interface of soft skills and race; (5) improving retention and advancement; and (6) integrating JI principles into regional workforce strategies to benefit low-income workers throughout each region. Half-way through the initiative, the JI sites are using lessons learned to improve their programs. Policy recommendations include using federal training funds to incorporate the successful practices used by the JIs and expansion of the lessons learned into systemic change of the labor market. (Contains 38 references.) (KC)

ED 465 070 CE 083 318

Garth, Phyllis Ham, Ed.
People of Color Rising up and Speaking out: Oppression and Knowledge Production. Proceedings for the Annual African American & Latino/a American Adult Education Research Symposium (11th, Chicago, Illinois, April 6, 2002).
PUB DATE- 02
NOTE- 115p.; Sponsored by Northern Illinois University Graduate School and College of Education, Department of Counseling, Adult and Health Education and Malcolm X College, Division of Continuing Education.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Research/Technical (143)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; *Adult Education; *African Culture; Afrocentrism; *Blacks; Community Development; Continuing Education; Educational History; *Educational Research; Educational Trends; Equal Education; Females; *Latin American Culture; Latin American History; Latin Americans; Minority Groups; Postsecondary Education; *Professional Development; Racial Bias; Racial Discrimination; Secondary Education; Sex Discrimination; Social Services
IDENTIFIERS- African Americans; Female Circumcision; Latinos; Powell (Adam Clayton Jr); Rastafarianism; Reggae

This document contains 14 papers from an annual symposium on research in adult education for African Americans and Latin Americans. Representative papers include the following: "Congressman Adam Clayton Powell Jr., Keeping the Faith and Representing the Race--From the Pulpit to Politics" (Roudell established that, in months 7-12 after completing their program, participants in the adult, adults with barriers, and youth programs were employed at rates of 66.4%, 64.3%, and 59.7%, respectively. The median incomes of the same three groups for the 6-month period in question were $10,804, $4,416, and $2,595, respectively. At the time of report, data on training relevance had only been collected for participants in the adult programs. According to information on training placements and employer records, 66.2% of participants in the adult programs were employed in jobs for which their training was directly relevant. A significant number of participants had obtained and completed services from multiple STEP programs. (Contains 43 tables/figures.) (MN)

ED 465 087   CE 083 364

Encouraging Asset Development for Low-Income Workers.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; Mott (C.S.) Foundation, Flint, MI.; David and Lucile Packard Foundation, Los Altos, CA.; William and Flora Hewlett Foundation, Palo Alto, CA.; Ford Foundation, New York, NY.; Administration for Children and Families (DHHS), Washington, DC.
PUB DATE- 02
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adult Learning; Banking; Educational History; Educational Practices; Educational Resources; Federal Programs; Guidelines; Low Income Groups; Models; *Money Management; Program Descriptions; Resource Materials; Retirement; *State Programs; Welfare Recipients; *Working Poor
IDENTIFIERS- California; Financial Assets; Maryland; Massachusetts; Oregon; *Savings Accounts; Self Sufficiency; Welfare to Work Programs

Asset development is an emerging approach to promoting self-sufficiency for low-income workers. By promoting and rewarding savings, asset development strategies encourage individuals to set long-term economic goals. Asset development strategies can accomplish the following objectives: (1) give low-income workers the knowledge required to navigate issues related to asset building; (2) accumulate assets without disqualification from participating in income benefit programs; and (3) access savings mechanisms for which they are eligible (for example, housing-based accounts available to residents of public housing). A variety of resources regarding asset accumulation for low-income workers are available in print or on the World Wide Web. The following programs are among noteworthy asset accumulation programs: (1) the federal Assets for Independence Demonstration Program, which encourages low-income individuals to accumulate assets by matching individuals' savings with federal and private funds; (2) California's Worker Income Security Project, which offers individual development accounts and financial literacy training to low-income workers; (3) Massachusetts' Full Employment Program, which allows welfare-to-work clients to build savings by depositing $1 for every hour worked in their first year of employment; and (4) Oregon's program requiring employers to deposit $1 for every hour worked by their employees who are welfare-to-work clients. (Contains a list of 13 publications, electronic resources, and resource contacts.) (MN)

ED 465 088   CE 083 366

Employment Specialists.
PUB DATE- 02
NOTE- 388p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adjustment (to Environment); Adult Education; Behavioral Objectives; Career Choice; Career Education; *Career Planning; Case Studies; Classroom Techniques; Definitions; Demonstration Programs; *Disabilities; *Education Work Relationship; Educational Objectives; Employment Practices; *Employment Programs; Guidelines; Job Placement; Job Search Methods; Models; Outcomes of Education; Postsecondary Education; Program Effectiveness; Questionnaires; Resumes (Personal); Secondary Education; Self Evaluation (Individuals); *Self Help Programs; Student Characteristics; Teaching Methods; *Transitional Programs; Vocational Adjustment; Work Environment; Youth Programs
IDENTIFIERS- *Self Direction

This document, which was developed through a decade of research and field testing involving more than 700 people, offers step-by-step strategies that educators, employment specialists, occupational therapists, and other professionals can use to help youths and adults with mild, moderate, or severe disabilities make their own employment choices. The handbook presents and explains a self-directed employment (SDE) model in which individuals actively participate in assessing their own interests and skills, choosing a job, evaluating whether the job meets their expectations, and managing workplace challenges. The following are among the topics discussed in the handbook's 12 chapters: (1) basic principles and goals of the SDE model; (2) self-determination as a concept powering self-directed employment practices; (3) an overview of implementation of the SDE model; (4) making choices; (5) exploring choices; (6) testing choices; (7) finalizing choices; (8) finding a job matching skills and preferences; (9) solving on-the-job problems; (10) stories of 16 individuals who used the SDE model and 4 data-based case studies; (11) program statistics; and (12) SDE in the contexts of self-determination, community employment, and self-management influence. The appendix presents photocopiable forms, questionnaires, and sample resumes referred to in Chapters 4-9. (Contains 186 references and 39 tables/figures.) (MN)

ED 465 104 CE 083 442

Tait, Tony; Frankland, Gillian; Smith, David; Moore, Sharon
Curriculum 2000 2: Tracking Institutions' and Learners' Experiences.
PUB DATE- 02
NOTE- 68p.; For Curriculum 2000 1, see CE 083 569.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Education; Case Studies; *College Programs; College School Cooperation; *Curriculum Development; Curriculum Problems; *Educational Change; Educational Cooperation; Educational Improvement; Educational Quality; Educational Trends; Employment Qualifications; Focus Groups; Foreign Countries; Futures (of Society); High Schools; Instructional

NOTE- 31p.; Submitted by Kartini International.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Learning; Adult Programs; Canada Natives; *Data Analysis; Definitions; *Discussion Groups; *Educational Opportunities; Equal Education; Feminism; Foreign Countries; *Internet; Lifelong Learning; Metis (People); Minority Groups; Online Systems; Sex Differences; *Womens Education; World Wide Web
IDENTIFIERS- Australia; *Canada; United Kingdom

An online dialogue on gender-based analysis (GBA) was held from February 15 to March 7, 2001. Invitations and a background paper titled "Why Gender-Based Analysis?" were sent to 350 women's organizations and individuals throughout Canada. Efforts were made to ensure that aboriginal and Metis women, visible minority women, and women with special needs were included. Of the 60 women who formally registered to participate, 11 actively participated in the dialogue and 49 opted to just view the discussion. The following were among the topics that generated the most interest: whether a feminist approach is necessary for GBA to be effective; whether "doing without naming" is an effective strategy for applying GBA; the assumptions underlying GBA; GBA's objectivity as a tool; the possibility of adapting GBA tools to ensure that they are inclusive of all groups; and actual applications of GBA. The dialogue proved quite successful in raising awareness of GBA among the target audience, with the increase in awareness extending beyond the 60 registered participants. The following items are presented: (1) the background paper; (2) the invitation to participate in the online discussion; (3) lists of the organizations and individuals contacted, the discussion registrants, and the initial discussion postings; and (4) a summary of the GBA evaluations. (MN)

ED 465 122 CE 083 486

Gennetian, Lisa A.; Duncan, Greg J.; Knox, Virginia W.; Vargas, Wanda G.; Clark-Kauffman, Elizabeth; London, Andrew S.
How Welfare and Work Policies for Parents Affect Adolescents: A Synthesis of Research.
SPONS. AGENCY- David and Lucile Packard Foundation, Los Altos, CA.; Grant (W.T.) Foundation, New York, NY.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 02
NOTE- 82p.; Part of the Next Generation Project.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Adolescent Behavior; Adolescents; Behavior Problems; Comparative Analysis; Dropouts; *Employed Parents; *Family Work Relationship; Federal Legislation; Meta Analysis; Parent Child Relationship; Program Effectiveness; Public Policy; Secondary Education; Student Behavior; *Student Problems; Student School Relationship; Synthesis; *Welfare Recipients; *Welfare Reform; Welfare Services
IDENTIFIERS- Sibling Caregivers; Time Limited Welfare

A study of research was conducted to determine how welfare and work policies enacted in 1996 targeted at low-income parents have influenced their adolescent children. Using meta-analytic techniques, the research synthesis integrates survey data collected from parents in eight studies of 16 different welfare and employment programs, focusing on children aged 12 to 18

McCann, Joseph T.
Threats in Schools: A Practical Guide for Managing Violence.
PUB DATE- 02
NOTE- 156p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Educational Environment; Elementary Secondary Education; Intervention; Predictor Variables; Profiles; *Risk Management; *School Safety; Stress Management; *Student Behavior; Student Characteristics; *Violence; Zero Tolerance Policy
IDENTIFIERS- *Risk Assessment

In the wake of several highly publicized school shootings, the problem of school violence has increasingly become a focus of concern for the general public as well as teachers, school officials, and students. Drawing on case studies from publicized violent incidents as well as from the authors private practice, this book provides techniques for identifying, conceptualizing, assessing, and managing threatening behavior by students in school settings. Offering specific case management strategies for a variety of situations, this volume provides guidance on formulating questions to ask and suggestions for developing strategies for managing potentially violent situations. The book offers research, detailed case studies, and theoretical approaches to help deal with tough issues, including: zero-tolerance policies and their more effective alternatives; why profiling techniques to identify violence-prone students are of limited use; interventions to defuse potentially violent situations; and critical incident stress management. Five appendixes offer forms and checklists to help with planning and evaluation, including: threat assessment and management planning; checklist of characteristics of perpetrators of school violence; questions for evaluating general risk of violence; fire-setting and bombing risk assessment; and sex offense risk assessment. (Contains 110 references and an index.) (GCP)

ED 465 143 CG 031 774

Le Prohn, Nicole S., Ed.; Wetherbee, Kathleen M., Ed.; Lamont, Elena R., Ed.; Achenbach, Thomas M., Ed.; Pecora, Peter J., Ed.
Assessing Youth Behavior Using the Child Behavior Checklist in Family and Children's Services. Proceedings from the Child Behavior Checklist Roundtable (Seattle, Washington, 1997).
SPONS. AGENCY- Casey Family Programs, Seattle, WA.
PUB DATE- 02
NOTE- 205p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Adolescent Behavior; *Behavior Patterns; *Child Welfare; Family Programs; Foster Care; Measures (Individuals); Research Methodology; *Social Services
IDENTIFIERS- *Child Behavior Checklist

A key tool that is available to child welfare agencies is the Child Behavior Checklist (CBCL), which has been used for several years in mental health settings. This book provides many examples of how the CBCL may be used in practice and research, including chapters that highlight different

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Art Activities; Childrens Literature; *Cultural Context; Cultural Images; Elementary Education; Imagery; *Integrated Curriculum; *Language Arts; Professional Development; Program Descriptions; Teacher Workshops; *Visual Arts
IDENTIFIERS- Verbal Skills Curriculum

"Image to Word--Word to Image" is a professional development workshop which is part of the Pacific Center for the Arts and Humanities in Education (PCAHE) at the Pacific Resources for Education and Learning (PREL). The program combines the cultural reality of the islands with educational research to create a vision in which visual arts and language arts are taught through one integrated curriculum. Image to Word seeks to do the following: improve language-arts skills such as listening, speaking, writing, and reading through art; focus on language and arts skills in narrative, expository and ethnographic areas; offer a spiral curriculum that allows teacher to tie standards to learning activities and apply them to appropriate grade levels; offer a culturally and ethnographically based approach; examine quality children's literature and discues fine art or cultural artifacts; and offer children an opportunity to create their own books using words and images from their own cultures. (Contains 20 references, and 6 color and 4 black and white student-created drawings.) (PM)

ED 465 164 CS 510 977

Shuman, James, Ed.
The History of American Journalism. Scholastic Journalism Gazette, Vol. XII.
PUB DATE- 02
NOTE- 17p.; Produced by the Journalism Education Association of Northern California (JEANC).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Freedom of Speech; Journalism Education; *Journalism History; *Newspapers; Technological Advancement; Technology Integration; *United States History; Writing for Publication
IDENTIFIERS- Conceptual Change; *News Stories; Writing Samples

This collection of 18 brief, informative news stories with datelines from the 18th, 19th, and 20th centuries is intended to provide students with an understanding of how the press has helped to develop and has been the beneficiary of many of the freedoms all Americans enjoy. The collection can also be used in a straight historical context as the evolution of technology, or in a more philosophical way as the evolution of ideas and concepts (i.e., views vs. news, advocacy vs. propaganda, objectivity vs. yellow journalism, and responsibility to readers). (NKA)

ED 465 165 CS 510 978

Huff, Linda
The Irony and the Ecstasy: How Holden Caulfield Helped My Advanced Composition Students Find Their Voices.
PUB DATE- 02
NOTE- 17p.; Paper presented at the Annual Meeting of the

ED 465 184 CS 511 208

Duignan, Sandra; Kilioris, Ann; Porter, Jennifer; Rockett, Nicole; Vogwill, Kathy
Increasing Academic Growth through Motivating Students To Read.
PUB DATE- 02
NOTE- 56p.; Master of Arts Action Research Project, Saint Xavier University and SkyLight Professional Development Field-Based Master's Program.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Economically Disadvantaged; Elementary Secondary Education; *Instructional Effectiveness; *Parent Influence; *Parent Participation; *Reading Attitudes; Reading Habits; Reading Improvement; *Reading Motivation; *Reading Strategies; Special Education; Student Attitudes; Student Surveys
IDENTIFIERS- Reading Logs

This report describes a program for increasing academic growth through motivating students to read. The targeted population includes kindergarten, first, third, and high school special education students. The lack of motivation in reading was documented through data revealed by pre-surveys and post-surveys of students' interest in books. Analysis of probable cause data reveals that reading performance could be affected by lack of parental involvement, accessibility to a public library, and the value of books in the students' home. Students from low-income families lack appropriate book and reading materials in their home. A review of literature solutions states results in the selection of several categories of intervention. In order to determine the effects of the intervention, teachers kept records that tracked reading logs, grades, journals, participation, and parent involvement. Comparisons of the results of the pre-test and post-test intervention surveys provide an insight to changes of student attitudes towards reading. Students demonstrated a slight improvement in their enjoyment of reading. The motivation of students is greatly affected by the support at home. (Contains 44 references and 4 tables of data. Three appendixes contain the following: the student reading survey; an Individual Story Conference Form; and an observation checklist.) (PM)

ED 465 185 CS 511 209

Appleton, Beth; Karlson, Stephanie; Mendez, Donna
Improving Student Reading by Implementing Phonics Programs.
PUB DATE- 02
NOTE- 89p.; Master of Arts Action Research Project, Saint Xavier University and SkyLight Professional Development Field-Based Master's Program.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Action Research; *Instructional Effectiveness; Phoneme Grapheme Correspondence; *Phonics; Primary Education; Program Implementation; Reading Attitudes; *Reading Improvement; *Reading Instruction; *Reading Skills
IDENTIFIERS- Digraphs

This report describes phonics programs that will increase students' fluency and independent reading skills. The targeted population consisted of second grade students in a growing affluent community and first grade students in a large metropolitan city. The first and second grade students

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Beginning Teacher Induction; *Beginning Teachers; Elementary Secondary Education; Faculty Development; *Mentors; Modeling (Psychology)

The idea that beginning teachers require a structured system to support their entry into the profession has moved from the fringes of the policy landscape to the center. It is now generally recognized as a critical component of a comprehensive approach to teacher development and is mandated in many states. A number of ways are offered in this book in which schools, teacher associations, institutions of higher education, educational collaboratives, and state departments of education can support teachers with the right mentoring program at the right time. Part 1 discusses aspects of teacher induction, such as how to address their needs and support learning, and how to design and maintain programs for beginning teachers. Part 2 surveys models of mentoring and inducting new teachers, including programs funded by school system, district, region, and state; peer assistance and review programs; substantial grant-funded programs; and alternatively funded programs. In part 3, implications for induction are discussed, and a 20-step procedure for developing a successful mentoring program is presented. Finally, appendices contain charts, questions, mentor configuration charts, and suggestions useful for organizing a mentoring program. (Contains 96 references.) (RT)

ED 465 205 EA 031 684

Bolman, Lee G.; Deal, Terrence E.
Reframing the Path to School Leadership: A Guide for Teachers and Principals.
PUB DATE- 02
NOTE- 138p.; Research funded by grants from the U.S. Department of Education.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Beginning Principals; Beginning Teachers; Elementary Secondary Education; Leaders Guides; *Leadership; Leadership Styles; *Leadership Training

The best leaders use multiple frames or lenses to view common challenges and to solve their most difficult problems. This book contains a series of dialogs between a novice and a master teacher, and between a new and a seasoned principal as they demonstrate how framing and reframing challenges can bring clarity, help to anticipate problems, and lead to more comprehensive and powerful leadership strategies. The four frames most commonly used by teachers and administrators are: the political frame, where conflict and compromise are a constant source of renewal; the human-resource frame, where sharing individual needs and motives nurtures a sense of ownership; the structural frame, where clear organizational standards and goals lead to greater productivity; and the symbolic frame, where culture, rituals, and beliefs cultivate shared values and meanings. These frames are powerful tools. They help people see things they once overlooked and come to grips with what is really going on. By reframing situations,

Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Education; Elementary Secondary Education; *Leadership Training; Principals

This paper discusses two important elements in the preparation of K-12 school leaders: (1) role transformation through clinical practice during administrator preparation programs; and (2) reconceptualization of traditional internship experiences to enhance role transformation. Data analyzed for this study originally were collected in doctoral studies of cohort learning, socialization, and leadership preparation. Data sources include students' responses to reflective writing prompts, pre- and post-surveys, and interview questions. Students in this comparison study were enrolled in three different closed cohorts within an educational leadership development program at one urban university. Findings suggest that readiness to assume a principalship following completion of an administrator preparation program depends upon: (1) an individual's prior leadership opportunities and experiences within K-12 education; (2) encouragement from and mentoring by practicing principals; and (3) personal issues such as family responsibilities and career goals. Two important implications, namely, that educational administration preparation programs need to decrease reliance on traditional course- and campus-based preparation models and focus squarely on problems of practice in schools, are discussed. (Contains 24 references.) (Author/RT)

ED 465 226 EA 031 708

Browne-Ferrigno, Tricia
Preparing School Leaders: Case Study Summary and Implications.
PUB DATE- 01
NOTE- 43p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (15th, Cincinnati, OH, November 2-4, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Education; Case Studies; Elementary Secondary Education; *Leadership Training; Principals

The role and responsibilities of a principal as leader of a learning community within K-12 schools is undergoing dynamic evolution. This exploratory study describes and analyzes the professional growth of 18 educational practitioners while participating in a principal preparation cohort program. The study goal was to understand the nature of changes and the processes through which they occurred, and to link participants' professional growth to their readiness to assume school leadership positions. Researcher propositions guided the design and focus of this mixed-methods yearlong case study. Although the inquiry explores the preparation of educational leaders within a unique cohort of a university-based licensure program, the research was not intended to evaluate a particular program of principal preparation. Five themes emerged from the data that have implications for the preparation of new school leaders: (1) career aspirations; (2) leadership development; (3) role conceptualization into the principalship; (4) socialization into the community of practice; and (5) learning in cohorts. Experiential learning must be the core element of principal preparation to ensure needed skill development and socialization into the community practice. Career counseling is needed for aspiring principals, especially for women, to assist teachers as they make the transition from classrooms to fell in the tests reliable score range (45-75% correct) than did scores on the on-grade test (n=7). After completing each test, students were asked to rate how hard and how frustrating the test was for them. Ratings of test difficulty and frustration did not differ for the out-of-level and in-level tests. Generally, the students rated both tests as being fairly easy. (Contains 10 references.) (CR)

ED 465 245 EC 309 001

Roseberry-McKibbin, Celeste
The Source R for Bilingual Students with Language Disorders.
PUB DATE- 01
NOTE- 241p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Bilingual Students; Elementary Education; English (Second Language); Individualized Education Programs; Language Acquisition; *Language Impairments; Language Minorities; Language Skills; *Learning Activities; Phonology; Receptive Language; Second Language Instruction; Second Language Learning; Speech Language Pathology; *Speech Therapy; *Vocabulary Development; Vocabulary Skills

This book is designed to help speech-language pathologists develop vocabulary and phonological awareness skills in bilingual students with language-learning disabilities (LLD). The book targets beginning through intermediate bilingual students in grades K-8. Part 1 of the book begins with teaching style strategies for teaching bilingual students with LLD in speech-language small group pullout situations as well as in regular education classrooms. Treatment strategies are then provided that can be used to help students learn vocabulary words, as well as build skills in other areas. The intervention strategies are designed to be used sequentially from early through intermediate stages of learning English. In Part 2, vocabulary units 1-7 are presented and include vocabulary words relating to school items, body parts, food items, self-care items, animals, time, weather, and seasons, and safety and survival. Each unit includes 7-20 new words and is comprised of five parts: pre-written Individualized Education Program objectives/benchmarks with examples of each, a pretest which measures children's initial knowledge of target vocabulary words for that chapter, pictures of target vocabulary words, small cards with each target word written out in print, and several pages of reproducible treatment activities. (Contains 19 references.) (CR)

ED 465 246 EC 309 002

Kulik, Barbara J., Ed.
Physical Disabilities: Education and Related Services, Fall 2001-Spring 2002.
PUB DATE- 01
NOTE- 142p.; Published biannually.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Ancillary School Services; Cerebral Palsy; Curriculum; Elementary Secondary Education; *Inclusive Schools; Integrated Services; Interprofessional Relationship; Medical Services; *Physical Disabilities; Pupil Personnel Services;

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Building Design; Building Plans; *College Housing; *Construction Costs; Educational Facilities Design; Educational Facilities Improvement; Facility Case Studies; Higher Education

This monograph provides ideas and information to those professionals involved in planning and developing student living environments. The information is a compilation of data received from 42 institutions throughout the United States and Canada. The institutions provided information on 25 new construction projects (12 relating to apartment-type facilities and 13 outlining suite-type arrangements and other non-apartment-type facilities) and 17 renovation projects. The results and analysis of the study in terms of construction costs and design features are divided into three categories: new construction, renovation, and food service. For each facility's project, construction summary data and floor plans are provided. Appendices contain the survey forms, summary data tables of construction and renovation costs, and contact information for surveyed facilities. (EV)

ED 465 265   FL 027 278

Munoz, Marco A.; Clavijo, Catherine
Ensuring School Success for Language Minority Students: Input from the Field on an Elementary School Program.
PUB DATE- 00
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Cubans; Elementary Education; *English (Second Language); *Language Minorities; *Language Proficiency; *Limited English Speaking; Mathematics Skills; Parent Participation; Professional Development; *Program Evaluation; Reading Skills; *Refugees
IDENTIFIERS- Bosnians; Iraqis; Somalis

This is an evaluation of the first 3 years of Project REALM (Reading English And Learning Mathematics), a project funded by Title VII. This project provides additional support to improve the quality of elementary education for new refugee students. Project REALM has 5 major objectives, including the following: (1) to increase participants' English proficiency; (2) to increase participants' reading ability; (3) to increase participants' mathematic computational skills; (4) to provide professional development for teachers and support staff; and (5) to enhance family participation in school activities and community events. Evaluation involved examining teacher focus group interviews, county professional development proposals and professional development flyers, and student test scores. Overall, Project REALM served 146 limited English proficient students in preschool through grade 4 who spoke 12 languages or dialects, including Bosnians, Cubans, Iraqis, and Somalis. Project REALM was effective in increasing students' English achievement scores, providing extensive professional development to both program staff and related teachers, and encouraging parental involvement in their students' education. (Contains 15 references and 8 tables.) (SM)

ED 465 266   FL 027 279

Lin, Li-Yun
Motivational and Effective Film Activities for the Language Lab

structured immersion, transitional bilingual, bilingual immersion, and two-way bilingual programs. Schools should work to include families and home cultures, help children learn new rules of communication, and integrate school and community. (Contains 103 references.) (SM)

ED 465 285   FL 027 336

Monroy, Rafael, Ed.; Gutierrez, Francisco, Ed.
Perspectives on Interlanguage Phonetics and Phonology.
PUB DATE- 01
NOTE- 316p.; Theme issue. Published biannually. Some figures/charts may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Books (010),Collected Works - Serials (022)
DESCRIPTORS- Adults; *English (Second Language); Finnish; Interlanguage; Linguistic Theory; Phonemes; *Phonetics; *Phonology; Polish; Second Language Instruction; Spanish Speaking; Uncommonly Taught Languages
IDENTIFIERS- Fossilized Language; Native Language

Articles in this special issue include the following: "Allophonic Splits in L2 Phonology: The Questions of Learnability" (Fred R. Eckman, Abdullah Elreyes, Gregory K. Iverson); "Native Language Influence in Learners' Assessment of English Focus" (M. L. Garcia Lecumberri); "Obstruent Voicing in English and Polish. A Pedagogical Perspective" (Wiktor Gonet); "The Acquisition of English Syllable Timing by Native Spanish Speaker Learners of English: An Empirical Study" (Francisco Gutierrez-Diez); "A Comparison between English and Spanish Subjects' Typicality Ratings in Phoneme Categories: A First Report" (J. A. Mompean-Gonzalez); "Profiling the Phonological Processes Shaping the Fossilized IL of Adult Learners of English as a Foreign Language. Some Theoretical Implications" (Rafael Monroy Casa); "L2 Evidence for the Structure of the L1 Lexicon" (Charles Reiss); "Finnish-English Phonetics and Phonology" (Kari Sajavaara, Hannele Dufva); "An Applied Interlanguage Experiment into Phonological Misperceptions of Adult Learners" (Paul Tench); and Review Article, "Learning the Phonology of a Language: An Optimality Theory Approach" (Juan Antonio Cutillas-Espinosa). (Individual papers contain references.) (SM)

ED 465 286   FL 027 337

Manchon, Rosa M., Ed.
Writing in the L2 Classroom: Issues in Research and Pedagogy.
PUB DATE- 01
NOTE- 262p.; Theme issue. Published biannually. For volume 1, see FL 027 336.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Books (010),Collected Works - Serials (022)
DESCRIPTORS- Age Differences; Case Studies; *English (Second Language); Evaluation Criteria; Language Proficiency; Longitudinal Studies; Prior Learning; Revision (Written Composition); Second Language Instruction; Second Language Learning; Word Processing; *Writing (Composition); Writing Evaluation; *Writing Instruction; Writing Processes

Articles in this special issue include the following: "Learning to Write in a Second Language: Two Decades of Research" (Alister Cumming); "Some Steps Towards a Socio-Cognitive Interpretation of Second Language Composition Processes" (Julio Delarios Roca, Liz Murphy Liz); "Trends in the Conceptualizations of Second Language Composing Strategies: A

Afrikaans.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Beginning Reading; *Blacks; Culturally Relevant Education; *English (Second Language); Foreign Countries; Reading Instruction; Reading Skills; Second Language Learning
IDENTIFIERS- South Africa

This book for beginning readers presents the story of the South African Nkosi family. The seven members of the family share their feelings, likes and dislikes, and hopes and dreams. Readers are encouraged to figure out what the characters like, want, feel, and dream and to share their own likes, desires, feelings, and dreams. The book is written in simple sentences and includes black and white drawings on each page. (Adjunct ERIC Clearinghouse for ESL Literacy Education) (SM)

ED 465 306 FL 801 506

Lewis, Lesley
Against the Wind: Five South Africans Follow Their Dreams.
SPONS. AGENCY- Rockefeller Bros. Fund, New York, NY.
PUB DATE- 95
NOTE- 51p.; A New Readers Project publication. Also funded by: the Chairman's Fund Educational Trust; Development and Peace; The Hexagon Trust; The Energos Foundation; and the Trust for Educational Advancement in South Africa. Photographs may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Beginning Reading; *Blacks; *Civil Rights; *English (Second Language); Foreign Countries; Racial Discrimination; Reading Instruction; Reading Skills; Second Language Learning; Sex Discrimination
IDENTIFIERS- South Africa

This book for beginning readers tells the story of five South Africans who, though not very famous, all did things that no black South African had ever done before. They include: Simon Mkhize who, year after year, ran the Comrades Marathon unofficially, ignoring its racial bans; Magema M. Fuze, who was the first black South African to publish a book in Zulu; Sibusisiwe Violet Makhanya, who was the first black woman to become a qualified social worker; K.E. Masinga, who became the first black radio announcer; and Nhlumba Bertha Mkhize, who was one of the first people to champion women's rights in South Africa, as well as one of the first black women in Natal, South Africa, to have her own business. (Adjunct ERIC Clearinghouse for ESL Literacy Education) (SM)

ED 465 307 FL 801 506

Van Duzer, Carol
Issues in Accountability and Assessment for Adult ESL Instruction. ERIC Q & A.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. Adult Learning and Literacy Clearinghouse.
PUB DATE- 02
NOTE- 6p.
LANGUAGE- English

universities to recruit and hire women, progress in increasing women's representation among tenured faculty continues to be slow. To increase understanding of the complex factors that influence retention of women faculty, qualitative interviews were conducted with women who voluntarily left their untenured and tenured faculty positions at one research university. Informants included 8 former tenured faculty members and 13 former untenured faculty representing 6 of the colleges and schools at 1 university. Interviews were conducted by telephone, tape recorded, and transcribed for analysis. The reasons informants left university employment were not clear-cut and varied greatly, showing that influences on their decisions were multiple and interconnected. The key reasons cited included these benefits/opportunities that were denied them at the university in question and that may have been offered at a new position: (1) respect shown by colleagues; (2) opportunity for personal growth and contribution; (3) opportunities for promotion; (4) support of resources, including salary; (5) assistance in finding employment for spouses and partners; (6) assistance with dependent care responsibilities; and (7) fit with the institutions values about the kind of research they should conduct. (Contains 27 references.) (SLD)

ED 465 328 HE 034 966

Kahn, Peggy; Polakow, Valerie
Struggling To Stay in School: Obstacles to Post-Secondary Education under the Welfare-to-Work Restrictions in Michigan.
SPONS. AGENCY- Michigan Univ., Ann Arbor. Center for the Education of Women.; Michigan Univ., Flint.
PUB DATE- 00
NOTE- 74p.; Research funded by State of Michigan Research Excellence Funds through the Project on Urban and Regional Affairs (PURA) and Jean Campbell Fellowship.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Child Care; *College Students; Economic Factors; Federal Aid; *Higher Education; Minority Groups; *Mothers; Personal Narratives; Poverty; *Public Policy; State Aid; Student Characteristics; *Welfare Recipients
IDENTIFIERS- Termination of Welfare Benefits; Welfare to Work Programs

This study explored the impact of mandatory work requirements on welfare-reliant mothers struggling to pursue postsecondary education and the overwhelming difficulties created by rigid and punitive policies at both the federal and state levels. The study documented and analyzed the policies and practices of the Family Independence Agency and Work First agencies, the enforcement of mandatory work requirements, and the administration of welfare, education, and child care policies. The study presents the stories of 10 student mothers. Their stories are a testimony to resilience, tenacity, and the ability to endure in the face of a continuing assault on their educational goals and family viability. Their experiences show that current policies create temporal and financial burdens and impose intense psychological and physical stress. Policies compromise the parenting, educational progress, and work histories of student mothers, and they force low-income parents engaged in strategic planning for self-sufficiency to make short-term sacrifices in the hopes of achieving long-term gains. Recommendations are made for changed policies in

DESCRIPTORS- *College Freshmen; Educational Attainment; *Engineering; Higher Education; Majors (Students); *Mathematics; Program Effectiveness; *School Holding Power; *Sciences; Teacher Expectations of Students

Increases in attrition rates among science, mathematics, and engineering (SME) majors have produced a variety of deleterious effects for society. This paper attempts to clarify and interpret the interaction of those characteristics of the structure and culture of undergraduate SME programs that perpetuate high loss rates among their first-year college majors by looking at a number of studies of SME programs and undergraduate attrition. The interaction of instructional factors, differing high school and faculty expectations for entering SME undergraduates, and epistemological considerations was found to contribute to a higher dissatisfaction among SME majors as compared with non-SME major and to resulting student attrition. Significant support was not seen for the contribution of commonly cited explanations of SME attrition such as cognitive factors and large class sizes. (Contains 19 references.) (Author/SLD)

ED 465 348 HE 034 998

Moskal, Barbara M.; Lindholm, Sandy; Laeser, Melissa; Knecht, Robert; Lasich, Debra
Engineering Design: Functions of Males and Females throughout the Team Process.
PUB DATE- 02
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Design; *Engineering Education; *Engineers; Higher Education; Sex Differences; *Sex Role; *Teamwork; *Undergraduate Students

During the fall of 2000, first and second year engineering students were observed throughout the semester as they interacted in engineering design teams. Eighty women and 258 men signed the consent form to participate in the study. The observational protocol that was used was based on L. Eberhardt's 10 categories of team functions, which are evenly divided between process and task functions. The results of the investigation suggest that the functions that males and females display change during the team process. In addition, the gender composition of the team appears to impact the functions that are exhibited by individual team members. (Contains 3 tables and 23 references.) (Author/SLD)

ED 465 349 HE 034 999

Reed, Charlene K.
The Presidential Revolving Door: Fact or Folklore?
PUB DATE- 02
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; Administrator Qualifications; *College Presidents; Employment Experience; *Employment Patterns; Higher Education; Instructional Leadership; Job Satisfaction; *Labor Turnover; Private

culturally responsive science pedagogy that draws upon students' culture-based content knowledge and uses instructional methods compatible with those that are used at home and in the community. The Chamorro teachers decided that the coconut tree could serve as the basis for units across the grades, so they named the project the "Coconut Wireless." These culture-based units would be taught in conjunction with Chamorro Week, observed in the schools during May each year. This document reports on the Coconut Wireless Project. Discussion highlights include: documenting culturally responsive pedagogy in order to share with others; use of technology to capture instruction; instructional foci for Web-based examples; creating storyboards; what is on the Web page; standards addressed by the Coconut Wireless units; linking the project to ongoing local standards development; strategies for assessment of student learning; common threads across teachers' successful pedagogy; the support of the principal; value of the Coconut Wireless Project to empower teacher leadership; value of the Project for students; and recommendations. Six tables present information on: learning about local plants; frequently asked questions; elements of sixth-grade Coconut Tree unit; beginning the storyboard process; successful pedagogical strategies; and elements of success in the Coconut Wireless Project. (AEF)

ED 465 371 IR 021 381

Orientations for ICT in French Immersion Schools. Pratiques exemplaires en technologies de l'information et de la communication.
PUB DATE- 01
NOTE- 40p.; This document is also available in French: "Orientations en TIC pour l'immersion francaise."
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Mediated Communication; Computer Uses in Education; *Educational Technology; Elementary Secondary Education; Foreign Countries; *French; *Immersion Programs; Program Implementation
IDENTIFIERS- Alberta; *Technology Implementation

The "Pratiques exemplaires en technologies de l'information et de la communication" series for francophone and immersion schools is an initiative of French Language Services Branch, in cooperation with the Stakeholder Technology Task Group of Alberta Learning. The series has a dual purpose: to provide information on aspects of implementing the information and communication technology (ICT) program of studies, aspects that are unique to the French First Language and the French Immersion programs; and to offer examples of best practices to support the effective implementation of these programs. This document deals with orientations that are unique to French immersion (K-12) schools, and is designed to: remind readers of the context and foundations of the French immersion program; discuss the issues regarding the implementation of ICT in immersion schools; provide the technological information necessary for implementing ICT in immersion schools; propose solutions and make recommendations; guide technology planning and decision making in immersion schools. The document is organized into four sections. "Why ICT in French?" reviews the foundations of the French immersion program, which should guide decisions about implementing the ICT program. Topics covered include definition, program, basic principles, objectives,

Education, Executive Summary. AACC Research Brief.
PUB DATE- 02
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Associate Degrees; College Role; *Community Colleges; *Education Work Relationship; *Educational Objectives; *Labor Force Development; *Nursing; *Nursing Education; Two Year Colleges
IDENTIFIERS- *Nursing Shortage

This is a report by the American Association of Community Colleges (AACC) on a the shortage of registered nurses (RN) in the United States and the role of community colleges in nurse education. Reasons for the shortage include: (1) inadequate wages; (2) heavy workloads; (3) undesirable work schedules; (4) increased administrative duties; (5) low job security; and (6) few options for advancement. These factors have all led to increased job dissatisfaction, higher turnover, and less interest in the profession. The average age of RNs in 2000 was 42 years and is expected to increase, which will eventually lead to more of a shortage. Community colleges, who have a large part in training and graduating nurses, must improve recruitment and retention efforts for nursing programs in order to help resolve the nursing shortage. Some effective resolution strategies disclosed in the report are: (1) staging public advertising campaigns; (2) promoting the pursuit of health careers to elementary, middle school, and high school students; (3) increasing the number and financial amount of scholarships offered by nursing programs; and (4) offering student loan extension and repayment assistance. The report also recommends that hospitals and other health profession employers find ways to improve job satisfaction, such as flexible schedules, overtime bonuses, transportation reimbursement, childcare, relocation compensation, and increased benefits. A list of community colleges with the highest number of associate degree Nursing graduates is also included. (Contains 17 references.) (MKF)

ED 465 391 JC 020 419

Howey, Steven Craig
The Relationship between Motivation and Academic Success of Community College Freshman Orientation Students.
PUB DATE- 99
NOTE- 117p.; Ph.D. Dissertation, Kansas State University. Appendixes may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; *College Freshmen; Community Colleges; Economically Disadvantaged; Educationally Disadvantaged; Goal Orientation; High Risk Students; *Learning Motivation; School Orientation; *Student Motivation; Two Year Colleges
IDENTIFIERS- *Freshman Success Courses

The purpose of this study was to investigate the relationship between motivation and academic success for community college freshman orientation students. Moreover, the study compared the relationship among specific motivational factors of students classified as either academically prepared or underprepared, as determined by ACT/ASSET scores. Motivation was assessed by the

Education; Partnerships in Education; Program Implementation; Tribally Controlled Education
IDENTIFIERS- American Indian Students; *City College of San Francisco CA; Native Americans

This is a report on the National Articulation and Transfer Network (NATN) program, which seeks to increase the achievement and aspirations of students from underserved population, namely African Americans, Hispanics, and Native Americans. More than 150 Historically Black Colleges and Universities (HBCU), Hispanic Serving Institutions (HSI), and Tribal Colleges and Universities (TCU) are part of the network. These institutions collaborate with community colleges to establish articulation agreements and transfer guides in order to increase the transfer rate and ultimately the graduation rate of African American, Hispanic, and Native American students. The report shows that White students earn Bachelor's degrees over 50% more often than minority students. Some factors attributed to low minority achievement include poor economic circumstances, parents' educational level, racial prejudice/discrimination, and lack of quality educational resources. The report states that these factors lead to inadequate college preparation, lower student self-confidence, and lower student motivation. The lack of further education and holding a postsecondary degree also comprises the futures of minority students. The NATN hopes to assist these students through financial support, mentoring, tracking, and career planning. The report includes a diagram of NATN services. (MKF)

ED 465 410   JC 020 441

Dillon, Paul H.
Parameters of Multiple College Attendance.
PUB DATE- 01
NOTE- 16p.; In: 39th Annual RP Group Conference "Accountability, Reporting, Performance: Have They Made a Difference?" UCLA Conference Center, Lake Arrowhead, CA, May 2-4, 2001 Conference Proceedings. California, Research and Planning Group for California Community Colleges, 2001. p21-34.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attendance Patterns; *College Attendance; College Role; *Community Colleges; Credit Courses; *Dual Enrollment; *Enrollment; Program Implementation; *Student Educational Objectives; Two Year Colleges
IDENTIFIERS- *Los Angeles Community College District CA

This is a report analyzing the multiple community college attendance patterns of students from nine colleges in the Los Angeles Community College District (California) from 1990-2000. The assessment utilizes the Multiple College Index (MCI), which is a measure based on the proportion of units a student earns at different colleges. The study collected data on 885,030 students. Of the total, only 540,064 (61%) successfully completed at least one course. Results showed that 14% of the 433,674 students who completed at least 10 units between 1990 and 2000 attended more than one college. Furthermore, 25% of the students who completed 60 or more units and earned an associate degree attended more than one college. The report revealed that no significant patterns existed between multiple college attendance and the age of students. African-American students were the only ethnic group to show an increased tendency to enroll in multiple colleges. Overall, single college attendance is still predominant in most students. The

ED 465 429   PS 030 388

Kyslika, David, Ed.
Beyond Ma Goose: Examining Today's Complex System of Early
  Childhood Education.
PUB DATE- 01
NOTE- 53p.; Theme issue. Produced quarterly.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Child Care; Educational Policy; Family Literacy;
  *National Standards; *Preschool Education; Program
  Descriptions; Program Effectiveness; Program Evaluation; Public
  Policy; *State Programs; Student Evaluation
IDENTIFIERS- Project Head Start; Smart Start NC; *State Policy;
  Subsidized Child Care Services; Universal Preschool

The theme of this issue of the quarterly journal of the National Association of State Boards of Education (NASBE) is the system of early childhood education in the United States, focusing on various challenges to making high-quality preschool education a reality for all children. The following articles are featured: (1) "Principles and Recommendations for Early Childhood Assessments" (Lorrie Shepard, Sharon Lynn Kagan, and Emily Wurtz); (2) "Coordinating Subsidized Child Care, Head Start, and State Prekindergarten" (Rachel Schumacher, Mark Greenberg, and Joan Lombardi; (3) "State Prekindergarten Initiatives: A Varied Picture" (Karen Schulman and Helen Blank); (4) "Early Childhood Education Program Accreditation and State Policies" (Adele Robinson); (5) "Evaluating Smart Start" (Donna Bryant and Kelly Maxwell); and (6) "Family Literacy: Pathway to Success" (Shani Yero). Regular departments for this issue include columns expressing views of the NASBE executive director, surveying the federal education scene, describing state innovations, discussing state education policymaking related to early childhood education, and highlighting the struggle between education and development in early childhood special education. (KB)

ED 465 430   PS 030 389

Afterschool Alert: Poll Report No. 4. A Report of Findings from a
  July 31-August 2, 2001 Poll of Registered Voters.
SPONS. AGENCY- Open Society Inst., New York, NY.; Advertising
  Council, Inc., New York, NY.; Mott (C.S.) Foundation, Flint,
  MI.; J.C. Penney Co., Inc., New York, NY.; Department of
  Education, Washington, DC.
PUB DATE- 01
NOTE- 8p.; Also supported by the Entertainment Industry
  Foundation, the Creative Artists Agency Foundation, and
  American Isuzu Motors, Inc.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
  (141)
DESCRIPTORS- Adolescents; *After School Education; *After School
  Programs; Children; Educational Attitudes; Elementary Secondary
  Education; *Latchkey Children; National Surveys; *Public
  Opinion; *Public Support
IDENTIFIERS- Availability (Programs and Services)

This report summarizes key findings from a 2001 nationwide poll regarding support and need for after-school programs. Participating in the poll were 800 adults over age 18 who are registered to vote. The findings included the following: (1) 94 percent of respondents agreed that there is a need for some

Study" (Kiyobumi Kawakami, Kiyoko Takai-Kawakami, Naoe Masuda, Makoto Suzuki, Yukiko Shimizu, and Takumi Yanaihara). (KB)

ED 465 449   PS 030 427

Shemitz, Ellen, Ed.
KIDS COUNT New Hampshire, 2000.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 00
NOTE- 159p.; Additional support provided by Providian National Bank and Anthem Blue Cross and Blue Shield. For 1996 report, see ED 407 147.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Adolescents; Birth Weight; Births to Single Women; *Child Health; Child Welfare; *Children; Demography; Dropout Rate; Early Parenthood; Elementary Secondary Education; Family Income; Family Structure; Mortality Rate; One Parent Family; Out of School Youth; Poverty; *Social Indicators; State Surveys; Statistical Surveys; Tables (Data); Urban Areas; *Well Being
IDENTIFIERS- Arrests; Food Stamp Program; *Indicators; Medicaid; *New Hampshire

This Kids Count report presents statewide trends in the well-being of New Hampshire's children. The statistical report is based on 22 indicators of child well-being in 5 interrelated areas: (1) children and families (including child population, births, children living with single parent, and children experiencing parental divorce); (2) economic security (including child poverty, unemployment and wages, and children in families receiving public assistance); (3) health (including births to women lacking adequate prenatal care, low birthweight infants, births to teen mothers, substance abuse, and infant and child deaths); (4) safety (including abused and neglected children, youth violence, court-involved children, and out-of-home placements); and (5) education (including third- and tenth-grade academic proficiency, fourth-grade reading ability, high school dropout rate, and post-high school plans). Indicator data are analyzed at a level as local as possible. Each section includes discussion of needed information related to the area. The data indicate a dramatic correlation between child well-being and community economics. Rates were down for teen births, births with inadequate prenatal care, infant mortality, and mothers without high school degrees, with dramatic differences depending on the community economics. Rate of births to single mothers is climbing in all economic clusters. The number of people receiving public assistance has dropped, but there was a tremendous increase in child poverty. An unemployment equivalent index was calculated to capture the impact of very low wages on the community. Information on data sources completes the report. Appendix A delineates trends in the indicators from 1985 to 1996 and lists New Hampshire's national rank for 10 indicators. Appendix B provides a map of economic clusters with a list of towns in each cluster. Appendix C shows the grouping of high schools by economic cluster. (KB)

ED 465 450   PS 030 431

Coleridge, Angela, Ed.
Afghanistan's Children Speak to the UN Special Session, September 19-21, 2001.
PUB DATE- 01

characteristics and essential elements of effective programs based on a literature review and the collective experience of the task force. Points mentioned include: targeting of young children, skills acquisition, increased disclosure of inappropriate behavior, avoidance of unnecessary anxiety, theoretical basis, developmental appropriateness, consideration of special needs children, program content and duration, presenters, and modes of presentation. The guide includes a preparation checklist, curriculum scorecard, and program evaluation checklist. A summary research review, endnotes, and addresses of task force members conclude the guide. (KK)

ED 465 465   PS 030 459

Wulff, Bianca D.
Helping Every Student Succeed: Schools and Communities Working Together.
PUB DATE- 02
NOTE- 47p.; A guide for public dialogue and problem solving.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Community Action; Community Involvement; Community Programs; *Discussion; *Discussion Groups; *Educational Improvement; Elementary Secondary Education; Meetings; Outcomes of Education; *Problem Solving; *Student Improvement
IDENTIFIERS- Facilitators; *Study Circles

A study circle is a group of diverse members of a community who meet with a facilitator to find common ground for solutions and actions. The Study Circles Resource Center proposes a program of Community-Wide Study Circles to talk about student success and develop ideas for action in the community and schools. This brochure provides a rational for study circles and offers appropriate discussion materials. The program described involves four meeting sessions with the following discussion topics: (1) What does a good education mean to each of us? (2) Why are some of our students not succeeding? (3) Picturing a community where all students can do their best; and (4) What specific actions do we want to take? The brochure provides a section with starting points for discussion, sample viewpoints, and facilitator tips for each of the four sessions. The final section of the brochure compiles additional tips for participants and facilitators, a description and typical agenda of the action forum that follows a round of study circles, and a bibliography of resources for further discussion and action. (KK)

ED 465 466   PS 030 460

Irvine, David J.
Results of Kinder Camp: Stovall-Shaw Elementary School, Summer 2001.
PUB DATE- 01
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cognitive Development; Family Literacy; Kindergarten; *Preschool Children; Preschool Education; Pretests Posttests; Program Effectiveness; Program Evaluation; Reading Programs; *School Readiness; *Summer Programs

renovating or building a small school. Advice for getting started includes understanding the resistance to small schools, examining existing state policy, questioning the "schools within a school" approach, and planning ahead. The thirteen strategies are: (1) don't build one; (2) maintain what you have; (3) renovate; (4) question what you really need to build; (5) plan with the community; (6) reduce energy bills; (7) question the price of donated land--it isn't always free; (8) share the facility with the community; (9) use the facility as much as possible; (10) use local labor and materials; (11) take time to understand local and state codes and regulations; (12) work with professionals; and (13) use federal money. For the section on getting started and for each strategy, resources are presented that provide additional information or examples of how the strategy has been used elsewhere. A list of 51 resources are included. (Contains 17 references.) (TD)

ED 465 484 RC 023 545

Morris, Miggs Wynne
Return to the Drum: Teaching among the Dene in Canada's North.
PUB DATE- 00
NOTE- 247p.; Supported by Canada Council for the Arts, the Alberta Foundation for the Arts, and the Government of Canada.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Acculturation; *American Indian Culture; *American Indian Education; American Indian History; *Canada Natives; *Cultural Maintenance; Culturally Relevant Education; Culture Conflict; Educational Practices; Elementary Secondary Education; *Federal Indian Relationship; Foreign Countries; Rural Education; Self Determination; *Teaching Experience
IDENTIFIERS- *Dene (Nation); Environmental Justice; Northwest Territories; Subsistence Lifestyle

This book portrays two personal journeys--the author's and that of the Sahtuot'ine of Great Bear Lake in the Northwest Territories (Canada). The author's journey began when, as a young teacher in 1965, she accepted a teaching position in the small isolated community of Fort Franklin in the Northwest Territories. The first part of the book describes her life and teaching in this community of 250 Sahtuot'ine Indians, 400 dogs, 9 whites, and no radio, television, telephones, or newspapers. It was a time of transition for the Sahtuot'ine (a Dene people) as they went from being nomadic hunters and trappers to living a more sedentary life in the small community where their children attended school. A brief history of the Sahtuot'ine provides a perspective for the story of the author's 3 years in Fort Franklin. The second part of the book documents her return trip to the village, now called by its traditional name of Deline, in 1995. Her account of the devastating changes that had occurred in the 1970s and 1980s when outside culture trampled the village are mixed with observations on the strength and resiliency of the people. In the intervening years, the Native people of the Canadian north had negotiated with the Canadian government for recognition of their ancestral rights and rights for self-government, including teaching Native language and culture in the schools. Although the book focuses on one community, it sheds light on the concerns, struggles, and successes of First Nations people across Canada. (Contains notes, photographs, and an index.) (TD)

ED 465 485 RC 023 550

differences among the partners and stakeholders on the link between participation and partnership and on the continuum of issues ranging from the more traditionalist model of dependency-creating courses to community-empowerment development programs. The model of traditional university adult education provision and assumptions that underpinned the mode of delivery and organization were in contrast to the "lived experiences" and needs of the disadvantaged/excluded community sectors on Cork's Northside. McGivney's six-stage process of access facilitation was integrated into UCC practical community projects. The Northside Education Initiative focused on social inclusion and educational intervention based on social commitment; accessibility to all community members; opportunities for full and open participation in the intervention; and attention to the best conditions for learning to occur. Positive aspects of the socio-educational partnership were development of a cohort of adult role models in an excluded community; progressive ladder of accreditation; full partnership in program design and implementation; participative methodology; build on/with existing foundations in the community; provision of a wide range of services; share ownership of learning; and build high trust. (Contains 12 references.) (YLB)

ED 465 019   CE 083 183

Hansen, Leif
Semi-Skilled, Mature Men in Adult Education: Motivation and Barriers. A Research Project Summary.
PUB DATE- 98
NOTE- 11p.; In: Adult Education and the Labour Market IV: Papers from the Seminar of the ESREA (European Society for Research into the Education of Adults) Research Network (4th, Dubrovnik, Croatia, May 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Adult Learning; Adult Students; Continuing Education; Educational Attainment; Educational Attitudes; Educational Strategies; Foreign Countries; Interviews; *Learning Motivation; *Lifelong Learning; *Males; *Middle Aged Adults; *Semiskilled Workers; Skill Development; Student Motivation; Student Needs; Surveys; Training; Unions; Work Attitudes
IDENTIFIERS- *Denmark

Researchers examined the learning motivation of middle-aged, semiskilled, male Danish workers and barriers preventing them from participating in training. Data were collected through a literature review, a survey of 2,400 individuals from 3 unions, interviews with 11 of the respondents, and visits to adult education institutions. Nearly three-fourths of the respondents had left school after grade 9. Of every 10 respondents, 3 were interested in adult education and had already participated, 3 were interested but had not yet participated, and 4 had no interest in participating. The respondents' preferred forms of training mentioned were labor market training courses, company-arranged inservice training, and union-run programs. The cited barriers to participation included being too old, working at a company with no educational policy, and being too busy. Respondents stated that they would be more likely to participate in training if courses were more directly relevant for their jobs, participating in training did not mean losing money, and courses would lead to higher salaries. Education providers were advised to take the following actions: respect

DESCRIPTORS- Decision Making; Demonstration Programs; *Eligibility; Employment Patterns; *Employment Programs; Incentives; Policy Formation; *Program Effectiveness; *Public Housing; Public Policy; Tax Credits; Welfare Services; Work Attitudes; *Working Poor

IDENTIFIERS- Earned Income Tax Credit; *Rental Housing Policies

The Jobs-Plus Community Revitalization Initiative for Public Housing Families, which is a national demonstration project in six cities, is testing ways to increase employment among public housing residents by combining changes in rent rules and other financial work incentives with employment and training services and social supports for work. The incentives being tested at each Jobs-Plus site were examined to identify how they can increase residents' net incomes and influence their decisions about work. The study documented that Jobs-Plus builds upon recent changes in welfare rules and the Earned Income Tax Credit by introducing flat or fixed rent steps, rents based on a lower percentage of income, lowering ceiling rents, rent credits, and escrow accounts. The importance of communicating all available financial supports for work to Jobs-Plus clients was emphasized. Across all housing developments and for a range of family circumstances, the Jobs-Plus rent rules gave residents more incentive to not only accept employment but also to choose full-time over part-time jobs and advance into higher-wage jobs than they had under the traditional rules. Jobs-Plus may have encouraged some residents, particularly second earners in two-parent families, to reduce their work hours. (Contains 36 notes, 25 references, 11 tables, and 10 figures.) (MN)

ED 465 037 CE 083 266

Gooden, Susan; Doolittle, Fred; Glispie, Ben

Matching Applicants with Services: Initial Assessments in the Milwaukee County W-2 Program.

SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; Rockefeller Foundation, New York, NY.; Joyce Foundation, Chicago, IL.; Kellogg Foundation, Battle Creek, MI.

PUB DATE- 01

NOTE- 116p.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Caseworkers; Client Characteristics (Human Services); Coordination; *Counselor Client Relationship; *County Programs; Data Collection; Decision Making; Eligibility; Evaluation Methods; Focus Groups; Informal Assessment; *Interviews; Needs Assessment; Referral; *Welfare Recipients; Welfare Reform; *Welfare Services

IDENTIFIERS- Intake Interviews; Temporary Assistance for Needy Families; Welfare to Work Programs; Wisconsin (Milwaukee County)

The initial client assessment procedures used by case managers in the Wisconsin Works (W-2) program in Milwaukee County, Wisconsin, were examined. Data were collected through the following activities: (1) observations of 100 financial and employment planner (FEP)-applicant intake interviews; (2) an examination of administrative data to learn how characteristics of the entering caseload and their initial tier placements may have changed over time; and (3) focus group sessions and interviews with FEPs and other agency staff to understand the approach to assessing clients. The following were among the key findings: (1) the initial tier placements for W-2 applicants changed substantially over the program's first 2 years, reflecting changing state policy, agency practice, and secure an entitlement for of adult learners with learning difficulties and/or disabilities; ensure that the appropriate equipment, teaching materials, and accommodation are available; develop and extend the basic skills curriculum to meet the needs of adults who communicate in nonstandard ways; and ensure that all adults with learning difficulties and/or disabilities are aware of provision and able to access it. The working group formulated and endorsed 10 key recommendations of the strategy outlined in the 1999 report "A Fresh Start" and proposed its own key recommendations. Lists of the working group members and contributors to the study are appended, along with the key findings of the report "A Fresh Start" and a proposed strategy for a basic skills curriculum framework. (MN)

ED 465 054 CE 083 297

Jarvis, Peter
International Dictionary of Adult and Continuing Education. Revised Edition.
PUB DATE- 02
NOTE- 203p.; Written in association with A. L. Wilson. First published in 1990 by Routledge. Revised edition in hardback published by Kogan Page in 1999 and paperback in 2002.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- *Adult Education; Adult Educators; *Adult Learning; Adult Literacy; Colleges; *Continuing Education; Definitions; Educational Administration; Educational History; *Educational Practices; Educational Psychology; Educational Research; *Educational Theories; Foreign Countries; International Organizations; Learning Processes; *Lifelong Learning; Literacy Education; National Organizations; Occupations; Postsecondary Education; Teacher Education; Teacher Student Relationship; Universities; Vocabulary; Womens Education
IDENTIFIERS- Africa; Asia; Australia; Europe; North America; South America

This dictionary defines approximately 3,500 terms related to adult, continuing, higher, and lifelong learning. It provides detailed references to the main historical and contemporary figures, organizations, and concepts involved in adult and further education around the world with a distinct focus on the core issues in this rapidly changing field. The dictionary represents an invaluable guide for every practitioner, researcher, and student of education. The following are among the main aspects of educational research, development, and delivery from which the terms presented are drawn: educational history; educational principles; educational objectives; educational theories; educational philosophy; educational practices; learning theories; learning processes; training; training methods; delivery systems; instructional design; instructional development; characteristics of adult learners; specific populations of adult learners; teacher student relationships; areas and levels of adult education; characteristics of adult educators; teacher education; educational administration; educational finance; educational planning; student evaluation; program evaluation; testing; tests; institutions serving adult learners; individual development; classroom techniques; national and international educational programs; international cooperation; counseling services; instructional materials and technologies; national and international organizations; educational policy; educational policy formation; education and economic

Kirkwood); "Religious Education and Slavery: Strange Bedfellows of the Antebellum South" (Garth Gabriel Gittens); "Mother Leafy Anderson: Exploring a Mystery of Native American and African Spirituality" (Janice L. Woodhouse); "Opening the Door To Make Space: A Literature Review of the Qualitative Method of Life History" (Denise L. Hatcher); "Expanding the Small Space: Rasstafari and Knowledge Production" (Cathy Stanley); "Teaching for Transformation: Student Learning through Ritual, Reggae and Literature" (Cathy S. Stanley, Derise Tollliver, and Ellen McMahon); "Border Crossings: Writing across the Boundaries of Language and Culture at Work" (Melina L. Gallo); "Community Organizing: Pedagogy of Co-Learning" (Regina Curry); "Color Is Only Skin Deep But Knowledge Production Goes to the Bone: A Counter-Story of Continuing Professional Education (CPE)" (Laurel Jeris); and "The Role of Continuing Professional Education in Lifelong Learning: The RRRR Reflection, Reciprocal Learning, Research/Resource, and Responsibility Method" (Catherine Brady, et al.). Papers include abstracts and references. (KC)

ED 465 071 CE 083 319

Remp, Ann M., Ed.
Technology, Methodology, and Business Education. National Business Education Association Yearbook, 2002.
PUB DATE- 02
NOTE- 350p.; For the 2001 Yearbook (No. 39), see ED 452 403.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Adjustment (to Environment); Administration; Adoption (Ideas); Adult Education; *Business Education; Career Development; Classroom Techniques; Communication Skills; Computer Uses in Education; *Curriculum Development; Definitions; Distance Education; Educational Environment; Educational Needs; Educational Research; Educational Technology; Elementary Secondary Education; Employer Employee Relationship; Global Approach; *Integrated Curriculum; Needs Assessment; *Online Systems; Postsecondary Education; School Community Relationship; Skill Development; Small Businesses; Student Needs; Teacher Student Relationship; *Teaching Methods; Technology Education; *Technology Integration; Theory Practice Electronic Commerce; Knowledge Management
IDENTIFIERS- Electronic Commerce; Knowledge Management

This document contains 20 papers on the challenges that business educators face in integrating technology into the learning environment. The following papers are included: "Teaching in a Dynamic Technology Environment: An Overview and Introduction" (Ann M. Remp); "Learners and Technology: Experience, Attitudes, and Expectations" (Jim Rucker, Sharon Reynolds); "Technology and Learning: Integrating Home, Classroom, and Community" (Nancy Zeliff); "Technology, Business Education, and Young Learners" (Ruth K. Shafer); "Customized Services for Diverse Student Needs" (Martha H. Rader); "Citizenship, Business Ethics, and Technology" (Carol Blaszczynski); "Soft Skills for Building Customer and Employee Relationships" (Tena B. Crews, Alexa B. North, Melinda McCannon); "Building Relationships with Learners at a Distance" (Vickie Johnson Stout); "International Business Online" (Judee A. Timm); "Global Technology, Communication, Language, and Culture" (James Calvert Scott); "The Role of Technology in Learning Marketing and Management Concepts" (Margaret Crossman O'Connor); "Enterprise Resource Planning Concepts and Implementation Issues" (Mark W. Lehman); "Managing Knowledge in the New Economy" (Pamela Ramey);

Lewis, Morgan V.
Needs, Feedback, and the Future: Need Sensing Activities in 2001.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 02
NOTE- 99p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Standards; Accountability; Articulation (Education); Competition; Consortia; Definitions; Educational Environment; Educational Improvement; *Educational Needs; Feedback; Focus Groups; Futures (of Society); Influences; Information Dissemination; Information Needs; Listservs; Literature Reviews; National Surveys; *Needs Assessment; Postsecondary Education; Professional Development; Public Opinion; Secondary Education; Systems Analysis; Teacher Improvement; *Vocational Education
IDENTIFIERS- California; *Career and Technical Education; Financial Assets; Maryland; Massachusetts; Oregon; *Savings Accounts; Self Sufficiency

A needs sensing project was conducted to identify the general needs of the field of career and technical education (CTE), dissemination activities, and major forces in the environment judged likely to influence education in the foreseeable future. The need sensing took place with networks developed in regions assigned to the five primary partner institutions of the National Centers for Career and Technical Education, the National Centers' advisory council, and key state leaders. Discussions on the CAREERTECH listserv were monitored, and pertinent literature was reviewed. At the secondary level, the main concerns of CTE were the push toward broader programs with higher standards and expectations for academic and technical skills and CTE's image problem, which was attributed to the public's lack of knowledge about current programs. At the postsecondary level, major concerns included accountability, articulation, professional development, and competition. The major recommendation regarding dissemination was to ask associations and organizations involved in CTE to inform their members about CTE-related publications. (Contains 46 references. Appended are a list of states assigned to consortium institutions; summaries of the focus groups with key state occupational education leaders; sample topics discussed on the CAREERTECH listserv; and a list of need sensing participants.) (MN)

ED 465 089 CE 083 368

Balfanz, Robert; McPartland, James; Shaw, Alta
Re-Conceptualizing Extra Help for High School Students in a High Standards Era.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 02
NOTE- 31p.; Paper commissioned for "Preparing America's Future: The High School Symposium" (Washington, DC, April 4, 2002).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Standards; Basic Skills; College Bound Students; Critical Thinking; Educational Change; Educational

Effectiveness; Partnerships in Education; Postsecondary Education; Program Implementation; Student Attitudes; Student Characteristics; Teacher Attitudes; Vocational Education
IDENTIFIERS- Curriculum 2000 (United Kingdom); Impact Studies; *United Kingdom

The experiences of schools and sixth form and further education colleges in the United Kingdom in implementing Curriculum 2000 in the 18 months since the introduction of Qualifying for Success reforms were tracked. The key issues for implementing the curriculum in 2001-2002 that were identified by 10 case study schools and post-16 institutions were compared against the list of issues they identified a year earlier. The individual institutions identified a variety of key issues. General consensus was expressed regarding the need to accomplish the following objectives: (1) refine and develop the support available to students; (2) ensure the quality of the education experience of learners aged 16-19 years; and (3) raise achievement levels. Other key issues raised included meeting the challenges of introducing General Certificate of Secondary Education qualifications in vocational subjects, meeting the needs of a wider range of students, making greater use of information and computer technology, and increasing cooperation and partnerships between schools and colleges. The 10 institutions wrote case study reports documenting their experiences with Curriculum 2000. Finally, sample profiles of Curriculum 2000 learners were developed and provided along with the findings from student focus groups. The students commented on approaches to the following items: tutoring, enrichment, dropping subjects, progression, and key skills. (MN)

ED 465 105 CE 083 443

Gray, Michael; Peters, Jane; Fletcher, Mick; Kirk, Gordon
The Impact of Individual Learning Accounts: A Study of the Early and Potential Impact of Individual Learning Accounts on Learning Providers and Learning. Research Report.
PUB DATE- 02
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Access to Education; *College Programs; *Delivery Systems; *Educational Finance; Educational Practices; Financial Support; Foreign Countries; Guidelines; Information Sources; Interviews; Marketing; Outcomes of Education; Partnerships in Education; Postsecondary Education; Program Costs; Program Design; Program Effectiveness; Questionnaires; School Business Relationship; Student Attitudes; *Student Costs; *Student Financial Aid; Technical Assistance
IDENTIFIERS- Employer Role; Impact Studies; *Individual Learning Accounts; *United Kingdom

The impact of individual learning accounts (ILAs) on the success of learners in post-16 education sector in the United Kingdom was explored through an examination of available research on ILAs. The following were among the study's 12 messages for providers, the Department for Education and Skills, and the Individual Learning Account Centre: (1) the ILA scheme is attracting many learners who have already decided to follow a program; (2) proactive marketing by providers is needed because 60% of registered ILA holders have not yet accessed their account; (3) ILAs have encouraged progression; (4) ILAs are have been well received because the initiative is not means tested and is available to all individuals age 19 or older; (5)

when surveyed, as well as drawing on ethnographic case studies. In each study, some parents were randomly assigned to a program that included some combination of three key policies--mandatory employment activities, earnings supplements, and time limits on welfare receipt--while others were randomly assigned to a control group that was neither eligible for the program's services nor subject to its requirements. Key findings of the studies were the following: (1) parents in the programs being studied reported worse school performance, a higher rate of grade repetition, and more use of special educational services for their adolescent children than did control group parents; (2) no single one of the three policies studied could explain the programs' effects on adolescents; (3) adolescents with younger siblings experienced the most troubling effects (poor school performance, suspension or dropping out of school), perhaps because they were more likely than the control group to provide care for their siblings. The study points to the difficulties low-income parents face when forced to juggle often-inflexible mandatory work or training requirements and multiple child-care responsibilities. Study methodology is examined in two appendixes. (Contains 63 references.) (KC)

ED 465 123 CE 083 487

Montana, Jennifer; Reamer, Andrew; Henton, Doug; Melville, John; Walesh, Kim
Strategic Planning in the Technology-Driven World: A Guidebook for Innovation-Led Development.
SPONS. AGENCY- Economic Development Administration (DOC), Washington, DC.
PUB DATE- 01
NOTE- 103p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; Citizen Participation; Community Coordination; Economic Change; *Economic Development; Information Technology; *Innovation; Leadership; Leadership Training; Needs Assessment; *Regional Planning; *Strategic Planning; Team Training; *Technological Advancement
IDENTIFIERS- Capacity Building; *Information Economy; Kentucky (Louisville); Texas (Austin)

This guidebook is intended to help economic development practitioners adopt a realistic, principles-based approach to strategic planning applicable to areas with widely different technology assets. Part 1 examines elements of successful regional development in today's technology-driven economy (TDE). Chapter 1 focuses on ways a TDE can transform possibilities for economic development; explores the capacity that regions need to be prosperous in a TDE; and provides a framework for understanding elements of innovation-led development. Chapter 2 tells stories of regional reinvention in Austin, Texas; Louisville, Kentucky; and Tupelo, Mississippi. Part 2 describes the "how to" of strategic planning for successful development. Chapter 3 discuses how to build a broad-based team; the process of developing the leadership, civic participation, and expertise required for strategic planning; and the importance of carefully balancing each to maximize results. Chapter 4 examines these seven central elements of strategic planning for innovation-led development: initiate; visualize the future; assess; frame opportunities and statistical techniques for analyzing data and presenting results. The various chapters discuss the implications of using the CBCL for practice, policy, and administration of child welfare programs. Chapters include: (1) Introduction (N. S. Le Prohn, E. R. Lamont, P. J. Pecora, and K. M. Wetherbee); (2) Using the Child Behavior Checklist 4-18, Teacher's Report Form, Youth Self-Report, and Related Measures in Child and Family Services (T. M. Achenbach, P. J. Pecora, and G. Armsden); (3) The Clinical Status of Children in State Custody (C. A. Heflinger and C. G. Simpkins); (4) Demographic Differences in Children's Residential Treatment Progress (W. A. Shennum, D. C. Moreno, and J. C. Caywood); (5) Use of the Achenbach Child Behavior Checklist in a Longitudinal Study of Treatment Foster Care Outcomes (M. E. Courtney and A. Zinn); (6) Follow-Up of Youth Returned to Home after Treatment in Residential Care (D. B. Hickel); (7) Children Born to Drug-Using Mothers: A Longitudinal Perspective on Maternal Care and Child Adjustment (S. Hans, V. Bernstein, and L. Henson); (8) Professor Achenbach Meets Mick Jagger: Using the Child Behavior Checklist in Foster Care (R. D. Phillips); (9) A Profile of Youth Placed with Casey Family Programs Using the Child Behavior Checklist/4-18 and the Teacher's Report Form (G. Armsden, P. J. Pecora, V. Payne, and C. Joyce); (10) Using the Child Behavior Checklist in Child Welfare Practice: Lessons Learned from One Agency's Experience (K. Lenerz); (11) Research with the CBCL: Methodological and Statistical Issues (K. M. Wetherbee and T. M. Achenbach); and (12) Conclusions and Recommendations for Future Research (P. J. Pecora, G. Armsden, N. S. Le Prohn, and T. M. Achenbach). (Each chapter contains references and tables.) (GCP)

ED 465 144   CG 031 776

Elling, Duane M.
The Carerra Model: A Success in Pregnancy Prevention.
PUB DATE- 02
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; Contraception; *Early Parenthood; Educational Opportunities; Empowerment; Models; Objectives; Pregnancy; *Prevention; Program Development; Program Evaluation; *Sex Education; Youth Opportunities
IDENTIFIERS- Abstinence

This document outlines the development, evaluation, and replication of the Carrera model for pregnancy prevention. The Carerra model helps teens avoid pregnancy by empowering them to develop and reach personal goals, and by providing them with information on sexual issues, including abstinence, contraception, and the consequences of sexual activity. The model also helps participants discover individual interests and talents, and emphasizes the life opportunities made possible through education and employment. A list of related teen pregnancy prevention resources is also included. (GCP)

ED 465 145   CG 031 780

Norsworthy, Kathryn L.
Feminist Interventions for Southeast Asian Women Trauma Survivors: Deconstructing Gender-Based Violence and Developing Structures of Peace.
PUB DATE- 02
NOTE- 17p.; Paper presented at the Annual Meeting of the American

Conference on College Composition and Communication (53rd, Chicago, IL, March 20-23, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Higher Education; Instructional Effectiveness; Portfolios (Background Materials); *Writing Assignments; *Writing Instruction
IDENTIFIERS- *Advanced Composition; Caulfield (Holden); University of California Riverside; *Voice (Rhetoric); Writing Style

An instructor of an advanced composition course (adapted from one taught by James Seitz at the University of Pittsburgh) at the University of California Riverside took her students through a series of reading and writing assignments that asked them to "engage in a wide variety of prose styles and...consider what style suggests about language, subjectivity, and artistic expression." The students worked with several fiction and nonfiction texts, first analyzing their stylistics and then emulating some particular stylistic feature in their own prose. Writing assignments included epistolary writing, shifts between third and first person and the incorporation of two or three different languages and dialects, composing their own "modest proposals," retelling a fairy tale from the point of view of a "misunderstood" character, and taking on the persona of Holden Caulfield. In their introductions to their portfolios, almost every student--8 out of 12 in the class--included an analysis of what had come to be known as the "Holden paper," a 3-to-4-page piece in which they each re-wrote a newspaper article of their choice in Holden Caulfield's voice. One student's "Holden paper" serves as an illustration of the work. As the instructor looks back at last Winter's class, she is encouraged by the fact that racial, gender, and age differences from Holden's white male adolescence did not seem to be an issue for her student writers. Mostly, the students took on Holden's voice with enthusiasm and confidence, even though they came into class wanting to stick to the known path of academic rules. (NKA)

ED 465 166 CS 510 979

Murray, Piper
When We Could Care Less: The Taboo Subject of Teacher Apathy.
PUB DATE- 02
NOTE- 9p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (53rd, Chicago, IL, March 20-23, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; *Apathy; *Freshman Composition; *Graduate Students; Higher Education; Program Administration; *Teacher Attitudes; *Writing Laboratories
IDENTIFIERS- *Teacher Apathy; *Teacher Engagement; Teaching Perspectives; University of Wisconsin Milwaukee

For one graduate student administrator at the University of Wisconsin-Milwaukee, some examples of what she considers to be teacher apathy are: complaints by the writing laboratory director that a teaching assistant (TA) was not using the recommended readings but a Nietzsche essay to have his students demonstrated a lack of awareness between phonemes and their corresponding graphemes, which made it difficult for them to be independent and fluent readers. Evidence for the existence of the problem was presented in anecdotal records, teacher observations, and surveys. Faculty reported students' inability to sound out alphabet letters and the sounds blends and digraphs make. Third, fourth, and fifth grade teachers reported that struggling students were almost one grade level behind in reading and could not make the transfer of reading skills into the other subject areas. Review of curricular content and instructional strategies revealed a lack of phonetic instruction. A review of solution strategies combined with an analysis of the problem setting resulted in the selection of two major categories of intervention: using "Month-by-Month Phonics" by Patricia Cunningham and the "Saxon Phonics" program by Lorna Simmons. Post intervention data indicated an increase in students' use of phonics skills, an improvement in reading fluently and independently, and an increase in reading for pleasure and enjoyment. (Contains 27 references and 19 figures. Six appendixes contain: the teacher survey; the parent letter; a phoneme/grapheme checklist; Alphabet Letters; a blend/digraph checklist; a Reading Inventory; and a daily log.) (Author/PM)

ED 465 186   CS 511 210

Barber, Sandi; Franks, Shari; Madda, Felice; Rodriguez, Annette
Increasing Student Motivation To Improve Reading Performance.
PUB DATE- 02
NOTE- 53p.; Master of Arts Action Research Project, Saint Xavier University and SkyLight Professional Development Field-Based Master's Program.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Action Research; Elementary Secondary Education; *Instructional Effectiveness; Reading Achievement; *Reading Improvement; *Reading Motivation; Special Education; *Student Attitudes; Student Interests; *Student Motivation; Student Surveys

This report describes a program for increasing student motivation in order to increase reading performance. The targeted population included second, third, fourth, and tenth grade special education students. Lack of motivation in reading was documented through data revealed by pre and post surveys of students' attitudes and interests towards reading. Checklists were also used to document behavior. Analysis of probable cause data revealed that reading performance can be affected by the need for immediate gratification and lack of parental involvement for the targeted students. Students from low-income families lack appropriate books and materials in the home. A review of literature solution strategies resulted in the selection of several categories of intervention. The programs include the Read Aloud program, D.E.A.R. program, Reading Buddy program, and incentive programs. Post-intervention data indicated that motivation to read significantly increased in all levels. All targeted students read at least one book at the end of the interventions and continued to read more often compared to the amount that they read prior to the interventions. For all targeted students, the interventions appeared to be effective. (Contains 28 references, 2 tables, and 4 figures. Three appendixes contain: a teacher observation checklist; the student survey and evaluation form; and the teacher journal form.) (Author/PM) educators can ultimately gain more confidence and certainty in their decisions, become more versatile and effective in their responses, and reduce the anxieties that can arise with difficult choices. (Contains 14 references.) (RT)

ED 465 206 EA 031 686

Streshly, William A.; Walsh, John; Frase, Larry E.
Avoiding Legal Hassles: What School Administrators Really Need To Know. Second Edition.
PUB DATE- 02
NOTE- 135p.; For First Edition, see ED 351 804.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Guides; *Court Litigation; Elementary Secondary Education; *Laws; *School Law

An understanding of school law is of critical importance if one is to remain successful as a school administrator in America. This book's purpose is to provide busy school administrators with a quick source of information about the law and court decisions that shape the education playing field. It is both comprehensive and brief. Chapter 1 explains the governance of public education in this country. Chapter 2 outlines the major legal issues facing schools today. Chapters 3, 4, and 5 focus on the legal underpinnings of sound student management. Chapter 6 is devoted to the laws related to special education with an emphasis on identification, placement, and appeals processes. Advice is offered to administrators in coping with the various legal problems of personnel management in chapter 7. The legal foundations of collective bargaining and the traditional processes are defined and discussed in chapter 8. Chapter 9 emphasizes risk management and program planning with the courts in mind. The book ends with a troubleshooting guide that provides an outline of critical legal problems and refers to pages in the book containing the solutions. (Contains 78 references.) (RT)

ED 465 207 EA 031 687

Building a Community School: A Parents' Guide.
PUB DATE- 01
NOTE- 13p.; Produced by the Coalition for Community Schools.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Ancillary School Services; Community Education; Community Involvement; *Community Schools; Community Support; Educational Philosophy; Elementary Secondary Education; Nontraditional Education; Parent School Relationship; Partnerships in Education; School Community Relationship; School Health Services; Shared Facilities; Social Services

Community schools bring the full range of educational enrichment, health, and social services that all families need under the roof of the public school. For service providers and schools alike, it can be an effective and relatively inexpensive way to serve the community's families and children. This brochure has been developed for concerned and active parents who believe administrative offices. (Contains 73 references.) (Author/RT)

ED 465 227 EA 031 709

Browne-Ferrigno, Tricia; Muth, Rodney
Issues Related to the Effects of Cohorts on Learners.
PUB DATE- 01
NOTE- 23p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (15th, Cincinnati, OH, November 2-4, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Education; Elementary Secondary Education; Group Dynamics; Group Experience; Group Instruction; Group Unity; Grouping (Instructional Purposes); Management Development

Over the past decade, many university-based administrator-preparation programs have evolved into curricula delivered through cohorts of about 20 to 25 students. However, little evidence exists about the long-term effect of cohort experience on aspiring principals' future professional practice. Anecdotal evidence suggests that students in cohorts experience a greater sense of inclusiveness, more opportunities for collaboration and professional networking, and enhanced academic performance than in previous higher educational experiences. Impediments that can impede learning, however, include collusion, negative group climate and norms, assumed or assigned roles of team members, and communication and problem-solving styles. Strategies for creating effective cohorts involve creating an environment in which participants acknowledge the mutual risk, and establish the sense of safety in facing the risk, of presenting new ideas and views. Educators need to be aware of psychological baggage that adult students can bring with them and take necessary steps to diminish any negative influences that can impact learning. Further research needs to be done to determine how effective the cohort experience is in transferring knowledge gained into professional practice, what types of measures should be used to determine this and other factors, and what type of database should be used. (Contains 44 references.) (RT)

ED 465 228 EA 031 710

Berliner, BethAnn
Educating Homeless Students.
PUB DATE- 02
NOTE- 6p.; Theme issue. Published quarterly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Disadvantaged; *Disadvantaged Youth; Elementary Secondary Education; *Homeless People; Intervention; *Poverty
IDENTIFIERS- No Child Left Behind Act 2001

Over the past decade, the number of homeless children in America has more than doubled. Educators, however, are still legally obligated to enroll and support them, because of the passage of the "No Child Left Behind" Act of 2001, which reauthorized the McKinney-Vento Homeless Assistance Act. Although schools cannot

Regular and Special Education Relationship; *School Health Services; Self Management; Teacher Attitudes; Teacher Responsibility; Teacher Role; *Teacher Student Relationship; Teamwork; Transportation

These journal articles, which address the education of students with physical disabilities, include the following: (1) an interview with Jim Silcock, a Joan Wald Bacon Award Recipient for 2000; (2) Students with Orthopedic Impairments in the General Education Classroom: A Survey of Teacher Roles and Responsibilities (Alison M. Stafford and others); (3) Nondriving Challenges and Solutions for Adolescents: How To Find Wheels (L. Penny Rosenblum and Anne L. Corn); (4) Selective Dorsal Rhizotomy: What Educators and Related Service Providers Need To Know (S. John Obringer and Kenneth M. Coffey); (5) a book review of Physical, Sensory, and Health Disabilities: An Introduction (Frank G. Bowe); (6) a book review of The Educators Guide to Medical Issues in the Classroom (Frank M. Kline, Larry B. Silver, and Steven C. Russell); (7) Without a Leg To Stand On: The Unraveling of a Teaching Specialty in Special Education (Steven E. Daley); (8) Essential Elements of Effective Teamwork: Shared Understanding and Differences between Special Educators and Related Service Providers (Bonnie L. Utley and Mary Jane K. Rapport); (9) Review of Intrathecal Baclofen Therapy for Spastic and Rigidity Disorders (S. John Obringer and Kenneth M. Coffey); and (10) a book review of A Teachers Guide to Including Students with Disabilities in General Physical Education (Second Edition). (Most articles include references.) (CR)

ED 465 247   EC 309 003

Breda, Carolyn S.
The Impact of External Environment on Service-Related Decisions of Juvenile Courts.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.; National Inst. of Mental Health (DHHS), Bethesda, MD.
PUB DATE- 01
NOTE- 5p.; In: A System of Care for Children's Mental Health: Expanding the Research Base. Proceedings of the Annual Research Conference (14th, Tampa, FL, February 25-28, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescent Behavior; Adolescents; Agency Cooperation; Antisocial Behavior; *Behavior Disorders; Community Health Services; *Environmental Influences; *Integrated Services; *Juvenile Courts; Juvenile Justice; Mental Health Clinics; *Mental Health Programs; *Referral; Social Services

This report describes outcomes of a survey that investigated the external environment of juvenile courts and whether this environment relates to the treatment of young offenders or custody decisions. In 1997, a statewide survey was administered to all courts with juvenile jurisdiction in a Mid-Southern state. This research was based on 71 courts from whom a completed survey was obtained from the judge. Together, these courts handled over 33,000 youth during 1997 who were referred to them for either a status or delinquency offense. Three measures of service-related decisions were assessed, based on courts offender population only: (1) courts rate of referral to mental health services; (2) courts rate of referral to substance abuse services; and (3) courts custody rate. Results

Class.

PUB DATE- 00

NOTE- 14p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Educational Technology; Elementary Secondary Education; *English (Second Language); *Films; Higher Education; *Learning Motivation; Listening Skills; Second Language Instruction; Speech Skills; Teaching Methods; *Videotape Recordings

Many teachers hesitate to integrate film into English-as-a-Second-Language (ESL) classrooms because of the uncertainty of the educational efficacy of viewing an entire film in class and the motivational value of the repeated use of short film clips. However, both short film clips and longer films can be used in class to motivate ESL students and enhance their listening and speaking skills. This paper explains why the combined use of abridged feature films and short film clips is more motivational and effective for second language learners and equally attractive to management-minded teachers. It notes that the use of a combination of feature length films and film clips in class is beneficial for several reasons, such as the large amount of exposure to language that students receive via feature films, students' ability to participate in other in-class exercises when using short film clips, and the use of films in emergency situations when the teacher is out. This paper presents various film activities and provides practical guidelines for editing film materials, looking at the technology available for creating film-based teaching materials. (SM)

ED 465 267 FL 027 280

Examining the Bilingual Education Act. Hearing before the Subcommittee on Early Childhood, Youth and Families of the Committee on Education and the Workforce. House of Representatives, One Hundred Sixth Congress, First Session (Washington, DC, June 24, 1999).

PUB DATE- 99

NOTE- 110p.; Contains small print.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Bilingual Education; *Bilingual Students; Elementary Secondary Education; Equal Education; Federal Legislation; Hearings; Hispanic American Students; Immigrants; *Limited English Speaking

IDENTIFIERS- Arizona; *Bilingual Education Act 1994; California; Congress 106th; Texas

This Congressional hearing on the Bilingual Education Act examines current law and changes necessary to ensure that it provides limited English speaking students with the best possible educational opportunities. After opening statements by Chairman Michael Castle and Representative Carlos Romero-Barcelo, both of the Subcommittee on Early Childhood, Youth and Families of the Committee on Education and the Workforce, U.S. House of Representatives, there are four statements by the following individuals: Joseph Farley, elementary school principal, California; Martha Bujanda, former student, Texas; Sylvia Hatton, executive director, Region I Education Service Center, Texas; Don Soifer, executive vice president, Lexington

Critical Analysis" (Rosa M. Manchon); "Factors Relating to EFL Writers' Discourse Level Revision Skills" (Hiroe Kobayashi, Carol Rinnert); "Age-Related Differences in the Development of Written Production. An Empirical Study of EFL School Learners" (Rosa M. Torras, M. Luz Celaya); "Word Processing and Second Language Writing: A Longitudinal Case Study" (Jiang Li, Alister Cumming); "Targeting L2 Writing Proficiencies: Instruction and Areas of Change in Students' Writing Over Time" (Alasdair Archibald); "The Influence of Prior Experience on the Construction of Scoring Criteria for ESL Composition: A Case Study" (Usman M. Erdosy); "Material, Educational, and Ideological Challenges of Teaching EFL Writing at the Turn of the Century" (Ilona Leki); and "Twenty-Five Years of Scholarship on Second Language Composing Processes: 1976-2000" (Tony Silva, Colleen Brice, Jessie Kapper, Paul Kei Matsuda, Melinda Reichelt). (Individual papers contain references.) (SM)

ED 465 287 FL 027 338

Thompson, Lynn E.; Kenyon, Dorry M.; Rhodes, Nancy C.
A Validation Study of the Student Oral Proficiency Assessment (SOPA).
SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- 02
NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Education; Elementary School Students; FLES; Immersion Programs; *Language Proficiency; *Language Tests; *Oral Language; Second Language Instruction; *Test Validity; Testing
IDENTIFIERS- Oral Proficiency Testing

This study validated the Student Oral Proficiency Assessment (SOPA), an oral proficiency instrument designed for students in elementary foreign language programs. Elementary students who were tested with the SOPA were also administered other instruments designed to measure proficiency. These instruments included the Stanford Foreign Language Oral Skills Evaluation Matrix (FLOSEM) and the CAL Student Self-Assessment (SSA). Testing sites involved students in either a FLES program, a content-enriched FLES program, a foreign language experience, a two-way partial immersion program, or a total immersion program. Students and teachers at each site completed background questionnaires to gather program information and ethnographic data. Results indicated that the SOPA measured proficiency as intended. The correlation between SOPA levels and FLOSEM ratings were strong, while correlations between SOPA levels and the SSA were relatively low (possibly due to differences in mode of assessment and rating procedures). Overall, the content-enriched FLES program and the partial immersion programs, which had the most variation among students, provided the strongest empirical correlations between the SOPA and the other instruments. (Contains 39 tables and 20 references.) (SM)

ED 465 288 FL 027 339

Huang, Li-Szu
Knowledge of English Collocations: An Analysis of Taiwanese EFL Learners.

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Standards; *Accountability; Adult Education; *English (Second Language); Federal Legislation; Performance Based Assessment; Second Language Instruction; Standardized Tests; *Student Evaluation

This question and answer sheet describes the legislative background of current accountability requirements for English-as-a-Second-Language (ESL) programs, the issues involved in testing level gain, and critical questions whose answers can lead the field forward. It focuses on the following: what the legislation requires; how states are meeting these requirements; issues in testing level gain (NRS level descriptors, standardized testing, and performance assessment); what attempts at standardizing performance assessment are being undertaken (e.g., Ohio is developing a uniform portfolio system of performance assessment, and Colorado developed a certificate system based on performance assessments that was discarded in favor of a standardized test for NRS reporting); and critical issues that need to be addressed (e.g., what should be counted as success and how it should be measured; how well the NRS scale facilitates the reporting of learner progress; what the cost is in time, staffing, and funds to effectively assess and document learning outcomes; and what changes are needed in program design and staff development to ensure that assessment tools are reliably used). (Contains 10 references.) Adjunct ERIC Clearinghouse for ESL Literacy Education) (SM)

ED 465 308 FL 801 509

Florez, MaryAnn Cunningham, Comp.
Content Standards for Adult ESL. NCLE Annotated Bibliography.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. Adult Learning and Literacy Clearinghouse.
PUB DATE- 02
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Academic Standards; Accountability; *Adult Education; Annotated Bibliographies; Course Content; *English (Second Language); *Second Language Instruction

This annotated bibliography presents information related to content standards for adult learners of English as a Second Language (ESL), suggesting documents that adult ESL professionals can consult as they peruse the issues of standards and accountability in adult ESL education. The bibliography defines content standards as what students should know and be able to do as a result of instruction. Some documents may include performance standards, or statements of what learners need to do to demonstrate proficiency in a content standard. (Adjunct ERIC Clearinghouse for ESL Literacy Education) (SM)

ED 465 309 FL 801 510

Singleton, Kate
Health Literacy and Adult English Language Learners. ERIC Q & A.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. Adult Learning and Literacy Clearinghouse.

Michigan to assist welfare-reliant student mothers in pursuing postsecondary education. Of particular importance are improved child care options and better training for welfare case workers. (Contains 29 references.) (SLD)

ED 465 329   HE 034 969

Schnaubelt, Thomas Joseph
The Meaning and Value of Service in the Scholarly Work of Education Faculty at Mississippi Public Four-Year Institutions.
PUB DATE- 01
NOTE- 197p.; Doctor of Philosophy Dissertation, University of Mississippi.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Faculty; Definitions; Higher Education; *Professional Services; Scholarship; *State Universities; Teacher Attitudes; *Teacher Role; Teacher Surveys
IDENTIFIERS- *Mississippi

The purpose of this study was to examine the meaning Mississippi education faculty give to the concept of service within their scholarly work and examine the relationship between faculty definitions, reward structures, and service activity. Survey results from 131 faculty members (45% of the sample) and focus group data from a few faculty members at each campus relating to education faculty activities, perceptions, and attitudes were collected and compared with national data. Definitions and typologies of professional service were compared to other state and national data related to professional service, and attempts were made to identify specific performance benchmarks related to service in institutional documents at each of Mississippi's public universities. This investigation confirmed that service as a faculty role is generally neither well defined nor highly values. Other important considerations include: (1) no consistent relationship exists between how faculty define service and how service is defined by the institution; (2) previously generated typologies of service are not a very effective means of characterizing service activities; (3) gender, academic rank, institution, size of institution, and type of institution did not have a significant impact on attitudes toward service; (4) perceptions of service vary significantly by both institution and size of institution; (5) an inverse relationship exists between the relevance of institutional documents and the among of time spent on service activities; and (6) service-related survey data from Mississippi is remarkably consistent with the results of a 1989 national survey of faculty. Ten appendixes provide supplemental information about the study and faculty perceptions. (Contains 13 tables, 26 figures, and 114 references.) (Author/SLD)

ED 465 330   HE 034 970

Marcoux, Helene Elizabeth
Kansas State University Faculty Perspective, Opinions, and Practices Concerning Undergraduate Student Academic Dishonesty and Moral Development.
PUB DATE- 02
NOTE- 316p.; Doctor of Philosophy Dissertation, Kansas State University.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations

Colleges; Public Colleges

This study attempted to produce timely baseline data on the turnover of college presidents and their tenure, using personal, processional, and institutional characteristics. The tenure and turnover of 151 presidents appointed to public four-year institutions between 1987 and 1990 were studied. This population represented 86.8% of all new presidents appointed in that period, as identified by the annual survey of the American Council on Education. Personal, professional, and institutional data were collected using a mail survey developed for the study and other data sources. The most important single finding was that no significant differences were observed in the tenures and turnover of women and minority presidents. Overall, the research findings present a remarkably stable picture of presidential tenure in public four-year institutions. The average tenure for this sample was 8.54 years, compared with 6.6 years for all public institution presidents in 1998. Further evidence of stability was found in the survival rate and the low incidence of short-term presidencies. Only 22% served less than 6 years. While this study assessed the longevity of presidents, findings cannot be construed to reflect on their effectiveness or quality of life in the presidential role. (Contains 7 tables and 20 references.) (SLD)

ED 465 350 HE 035 000

Booker, Keonya C.; Frierson, Henry T.
"What I Did Last Summer": Minority College Students' Perceptions of Their Participation in a Summer Research Program.
PUB DATE- 02
NOTE- 17p.; Colored figures may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Students; Higher Education; *Minority Groups; Participation; Program Effectiveness; *Research; *Student Attitudes; *Summer Programs
IDENTIFIERS- *University of North Carolina Chapel Hill

The Summer Pre-Graduate Research Experience at the University of North Carolina at Chapel Hill (UNC-CH) was established in 1988 for the purpose of contributing to an increase in the number of underrepresented minority students pursuing graduate degrees. Each summer, students convene at UNC-CH to participate in a 10-week summer research program. The students are paired with UNC-CH faculty members who serve as the students research preceptors. The results of an evaluation completed by 96 students show that the majority of participants had positive perceptions of the program, and most felt that it stimulated a desire to pursue graduate studies. (Contains 3 figures and 12 references.) (SLD)

ED 465 351 HE 035 001

Spall, Sharon L.; Norum, Karen E.
Forming and Reforming Identity: Learning Our Work in Higher Education.
PUB DATE- 02
NOTE- 41p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

conditions required for success, language acquisition and ICT support. "Creating Bilingual Computer Systems" provides planning and technical information to help schools establish bilingual computer systems. "Teachers' Expertise" suggests ways to help immersion schools plan for the improvement of teachers' competencies in technology. "Practical Considerations for the Immersion Classroom" deals with items specific to immersion programs: the French ICT program of studies, beginning implementation and collaborative planning, home computer, software selection and the quality of language. Appendixes include: information about French Language software and operating systems; example of a French keyboard; useful links for implementing the ICT program; recommended software for French Language Arts; key considerations in selecting software or online reference products; information for parents on learning technology in Alberta schools; and adding French keyboard layout-Windows and Mac OS. (AEF)

ED 465 372   IR 021 382

Education Technology Programs Authorized under the Elementary and Secondary Education Act (ESEA). Hearing before the Subcommittee on Early Childhood, Youth and Families of the Committee on Education and the Workforce. House of Representatives, One Hundred Sixth Congress, First Session (Washington, DC, May 11, 1999).
PUB DATE- 99
NOTE- 129p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Computer Oriented Programs; *Computer Uses in Education; *Educational Technology; Elementary Secondary Education; *Federal Government; Hearings; Legislation; *Public Policy
IDENTIFIERS- Congress 106th; *Elementary Secondary Education Act; House of Representatives; Technology Implementation

This document represents the second hearing before the Subcommittee on Early Childhood, Youth and Families, held in Washington, DC on May 11, 1999 on the education technology programs authorized under the Elementary and Secondary Education Act (ESEA). Michael Castle, Chairman of the Subcommittee on Early Childhood, Youth and Families, Committee on Education and the Workforce, U.S. House of Representatives, presided. Contents include the opening statements of Chairman Michael Castle and of ranking member Dale Kildee and statements of: the Honorable Eugene Hickok, Secretary, Pennsylvania Department of Education, Harrisburg; Dr. Henry Marockie, State Superintendent of Schools, West Virginia Department of Education, Charleston; Professor Dale Mann, Program in Educational Administration, Department of Organization and Leadership, Teachers College, Columbia University, New York, New York; Dr. Robert McNergney, Professor of Educational Leadership Foundations and Policy, Curry School of Education, University of Virginia, Charlottesville; Ms. Terri Austin, Executive Director, Organizational Department, Anderson Community School Corporation, Anderson, Indiana; and Mr. Bruce Droste, Director, the Virtual High School, the Concord Consortium, Concord, Massachusetts. Appendixes include the written opening statement of Chairman Michael Castle and the written testimonies of: the Honorable Eugene Hickok, Dr. Henry Marockie, Professor Dale Mann, Dr. Robert McNergney; Ms. Terri Austin; and Mr. Bruce Droste. (Includes a table of indexes.) (AEF) use of the Motivated Strategies for Learning Questionnaire (MSLQ), which measures six motivational factors on a seven-point Likert scale. The motivation factors included in the MSLQ are intrinsic goal orientation, extrinsic goal orientation, task value, control beliefs about learning, self-efficacy for learning and performance, and test anxiety. A total of 428 first-time, full-time freshmen were administered the MSLQ on the second day of an hour-long, one-credit freshmen orientation course. Multiple regression was used to investigate the relationship between the motivational factors and students' academic success (grade) in the course. No statistical significance was found in this study to support the hypothesis concerning the relationship between motivation and academic success in freshmen orientation. However, analysis of variance of the mean scores did find significant differences between academically prepared students and academically underprepared students in four of the six motivational factors studied. Implications of the findings for freshmen orientation programs are discussed. Appendixes include: Demographic Information questionnaire; proposal letter; Motivated Strategies for Learning Questionnaire; "A Manual for the Use of the Motivated Strategies for Learning Questionnaire (MLSQ)" (P. Pintrich, D. Smith, T. Garcia, and W. McKeachie); and data relating to the Hutchinson Community College and Area Vocational School. (Contains 87 references.) (Author/MKF)

ED 465 392 JC 020 420

Washington Community and Technical Colleges Fall Enrollment & Staffing Report, 2001.
PUB DATE- 01
NOTE- 94p.; Prepared by The Educational Services Division. For the 2000 report, see ED 451 846.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Faculty; College Role; *Community Colleges; *Educational Assessment; *Educational Objectives; *Enrollment; *Institutional Characteristics; *Student Characteristics; Two Year College Students; Two Year Colleges
IDENTIFIERS- *Washington Community and Technical Colleges

This is a 2001 report on student enrollment and staff statistics for Washington's community and technical colleges. The report provides data on student enrollment demographics, enrollment by program type, and faculty demographics. Results indicated that: (1) over 250,000 students were enrolled in a community or technical college; (2) over 17,000 students reported being an immigrant or temporary U.S. citizen; (3) 56% of students were full time; (4) approximately 74% of the students were white; (5) over 58% of the students were female; (6) 25% of the students were 20-24 years of age; (7) 41% of the students were enrolled in transfer programs; (8) 45% of the students were enrolled in vocational programs; (9) approximately 57% of the faculty were full time; and (10) approximately 54% and 90% of the faculty were female and white, respectively. The report shows that more students are enrolling in distance learning courses. In addition, the colleges served over 11,000 high school students and 6,600 unemployed workers in specially designed programs. The report includes specific student enrollment and faculty/staff statistics for each of the state's 34 community and technical colleges. (MKF)

ED 465 393 JC 020 421

more units a student completes or desires to complete the more likely he or she will attend or need to attend more than one college. (HKF)

ED 465 411 JC 020 442

Pensacola Junior College Institutional Accountability, 1997. PJC Institutional Research Fact File.
PUB DATE- 97
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Academic Persistence; *Accountability; Associate Degrees; Community Colleges; *Developmental Studies Programs; *Educational Assessment; *Enrollment; Outcomes of Education; Transfer Programs; Two Year Colleges; Vocational Education
IDENTIFIERS- *Pensacola Junior College FL

This document is a listing of various Pensacola Junior College (PJC) 1997 institutional accountability measures. Highlights include: (1) 33.4% of 1993-95 first-time students were Florida public high-school graduates the previous year; (2) 51% of 1993 Associate in Arts (AA) students had graduated or were still enrolled; (3) 67% of 1993 Associate in Science (AS) students had graduated or were still enrolled; (4) 70.5% of 1994-95 graduates transferred to a four-year state institution; (5) 82% of students enrolled in vocational programs passed professional license exams; (6) 80% of 1994-95 AS/certificate graduates were placed in a program-related career or continuing education; and (7) 47% of 1993 first-time AA students who completed all developmental courses in math, reading, and writing had graduated or were still enrolled. The report also includes the success rate of all 1994 first-time students in developmental math, reading, and writing. The actual accountability measure of each indicator is compared to the PJC previously set and desired goal as well as the overall state community college system average on the indicator. For example, PJC exceeded its own goal and the state community college system average in the enrollment, graduation and retention of AA/AS students. (HKF)

ED 465 412 PS 027 583

Apostoleris, Nicholas H.
The Development of Children's Motivation in the Homeschool Setting.
PUB DATE- 99
NOTE- 9p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Albuquerque, NM, April 15-18, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Children; Elementary Secondary Education; *Home Schooling; Individual Development; Parent Child Relationship; *Personality; *Psychological Needs; *Self Motivation; *Student Motivation

This study examined factors related to intrinsic motivation for learning and psychological need fulfillment in the home-school setting. Participating in the study were 60 families who home-schooled at least 1 child between ages 6 and 16. Families were recruited directly at meetings of home-schooling groups in Massachusetts. Parents were interviewed in their homes. The type of organized activity or place where children can go after school that provides learning opportunities; (2) 86 percent agreed that there should be a national commitment to ensuring that every child has a space in an after-school program; (3) 78 percent agreed that taxpayers should share responsibility for paying for after-school programs, with parents without school-age children almost as willing as parents with school-age children to use taxpayer support for such programs; (4) 86 percent favored their state governments setting aside specific funds to support after-school programs; (5) African-American respondents were more likely than their white and Hispanic counterparts to believe that their states were not doing a good job of expanding after-school programs; (6) 43 percent would support a political candidate who supported increasing taxes by $100 per year to expand programs; (7) 67 percent of respondents agreed that there are not enough after-school programs available; and (8) benefits of after-school programs cited by respondents included the provision of a safe place for children, encouragement of academic and social development, and assistance for working parents. (KB)

ED 465 431 PS 030 390

Momentum. Ounce of Prevention Fund Annual Report, 2001.
PUB DATE- 01
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Annual Reports; *Child Health; *Early Childhood Education; *Family Programs; *Prevention; Program Descriptions; Young Children
IDENTIFIERS- *Ounce of Prevention Program IL; Public Private Partnership Programs

Since its inception as a public-private partnership in 1982, the Ounce of Prevention Fund (OPF) has cultivated promising ideas in early childhood development, has used private funding to test the ideas in real life settings, and has leveraged public funding to support and expand innovative programs that advance the health and well-being of children and families. This annual report examines the OPF's integrated approach to serving children and families, and highlights the progress during 2001 of ideas at work in: (1) programs (including the Educare Center in Chicago, the Doula Perinatal Component, and the Early Diagnostic Assessment Clinic); (2) advocacy (including the Birth to Three Project and work with the Governor's Task Force on Universal Access to Preschool); (3) research and dissemination (including examination of the impact of the Doula Project, development of the Ounce Scale for obtaining functional information about infant and toddler development, and assembling briefs detailing birth to three best practice); and (4) training (including training to enhance skills and relationships through reflective supervision, Educare replication training, and building the strength of early childhood organizations through a national peer consultation network). The report continues with a statement of operating revenues and expenses and a list of donors to the organization. The report concludes with an announcement of the launch of the Campaign for Early Childhood Innovations, an initiative to create and pursue more cutting edge programs and projects to maximize the healthy social, intellectual, and physical development of children, and with a list of OPF sites and delegate agencies. (KB)

NOTE- 33p.; This publication was initiated and funded by The Save the Children Alliance members working for Afghanistan, and supported by the Afghanistan GMC (Global Movement for Children) Working Group. Photographs, hand-drawn pictures, charts and maps may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Child Development; Child Welfare; *Childhood Attitudes; *Children; *Childrens Rights; Foreign Countries; Refugees; *Well Being
IDENTIFIERS- *Afghanistan; Child Protection; United Nations; United Nations Convention on Rights of the Child

This publication presents translated messages from children in Afghanistan presented at a special session of the United Nations in September 2001. Compiled and funded by The Save the Children Alliance members working for Afghanistan, the booklet begins with the text of Articles 12 and 13 relating to participation of The Convention on the Rights of the Child. Children's spoken or written messages translated from Dari or Pashtu follow and relate to participation at home and in their country, survival in the midst of war, the need for protection, and the need for opportunities to promote their own development. The children's messages are accompanied by their drawings and by photographs of the children themselves. The final section of the publication describes a Children's Consultation Kit, developed to assist adults in communicating more effectively with Afghan children; the kit was piloted among groups of Afghan refugee children in Peshawar, Pakistan during January and February 2001, and used in Afghan cities in May and June 2001. The publication concludes with comments from adults who have used the Children's Consultation Kit. (KB)

ED 465 451 PS 030 432

Hohmann, Mary; Weikart, David P.
Educating Young Children: Active Learning Practices for Preschool and Child Care Programs and A Study Guide to Educating Young Children: Exercises for Adult Learners. Second Edition.
PUB DATE- 02
NOTE- 1577p.; For earlier edition of Educating Young Children, see ED 386 294.
LANGUAGE- English
EDRS Price- MF13 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Active Learning; Child Development; Classroom Design; Cognitive Development; *Curriculum Development; Educational Attainment; Educational Attitudes; *Educational Strategies; Instructional Materials; Learning Activities; Models; *Outcomes of Education; Preschool Children; Preschool Education; Program Effectiveness; Program Evaluation; Teaching Styles; Team Teaching; Time Perspective
IDENTIFIERS- *High Scope Model; Quality Indicators

High/Scope preschool curriculum is a model for developing high-quality early childhood programs that encourage and support children's initiatives and active learning experiences. This revised manual for early childhood practitioners and students presents essential strategies adults can use to make active learning a reality in their programs. The guide's introduction describes the origin of the High/Scope preschool approach, its basic principles, and its effectiveness for children, families, IDENTIFIERS- North Carolina

North Carolina's Kinder Camp is a 6-week program designed to prepare children for entry into kindergarten. All participants must have completed Project Family Read. A North Carolina elementary school measured the programs effectiveness by using the Cognitive/Language Profile of the American Guidance Service Early Screening Profiles as a pre- and post-test for 14 children, ages 4-5. From the beginning of Family Read to the end of Kinder Camp, the average increase of cognitive/learning abilities was more than twice the amount that could be expected from age progression alone. Thus the programs appear to be effective in raising children's readiness for school. (KK)

ED 465 467 PS 030 465

Marcon, Rebecca A.
Rate of Physical Growth and Its Affect on Head Start Children's Motor and Cognitive Development.
PUB DATE- 02
NOTE- 12p.; Paper presented at the Head Start Sixth National Research Conference (6th, Washington, DC, June 26-29, 2002). Supported in part by the Human Growth Foundation Small Grants Program.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Birth Weight; *Cognitive Development; Developmental Delays; Low Income; *Motor Development; Performance Factors; *Physical Development; *Preschool Children; Preschool Education; Sex Differences
IDENTIFIERS- Anthropometric Tests; Project Head Start

In the United States, growth retardation is higher among low-income children, with adverse cognitive effects of undernutrition more prevalent when combined with poverty. This study examined anthropometric indicators of physical development and their relationship to motor and cognitive development in Head Start children. Motor integration and sequential and simultaneous memory were examined in relationship to rate of physical growth. The sample of 34 rural Head Start children was 59 percent female; 82 percent of the sample was Caucasian; 18 percent was African American. Twenty-six percent of the sample was classified as low birthweight. Anthropometric data were collected monthly. Motor and cognitive measures were administered 4 times at 10-week intervals. Mean anthropometric changes across the 9-month period were graphed. After controlling for age, analyses indicated significant increases in height, body mass index (BMI), and head circumference across the year. Boys and girls were similar on all anthropometric measures but boys' head circumference was greater. Although low-birthweight children were similar to peers in height, they weighed less, and had lower BMIs and smaller arm circumference. Analyses indicated improvement across the school year in three motor and four cognitive measures: visual motor integration, hopping-right foot, finger control, "magic window," word order, matrix analogies, and spatial memory. No cognitive differences were found between boys and girls, and motor differences were limited to girls' great skill at hopping, skipping, and finger control. Relationships between rate of physical growth and memory and motor development were explored further. (Contains 17 references.) (HTH)

ED 465 468 PS 030 466

Ordonez, Victor; Montana, Constanza
The Head of the Dragon: Comprehensive Rural Primary Education Reform Project, Jilin, China. Education for All: Making It Work. Innovation Series.
PUB DATE- 98
NOTE- 37p.; Photographs and 6 pages with background graphics may not reproduce adequately. Available in English and French." & "For Number 12 in this series, see ED 425 045.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agricultural Education; Curriculum Development; *Educational Change; Elementary Education; Elementary Schools; Foreign Countries; Program Implementation; *Relevance (Education); Rural Development; *Rural Education; Rural Schools; School Based Management; *School Community Relationship; Teacher Education

Jilin is a rural province in northeastern China, known for its forests and forest products such as ginseng. In the past, Jilin's schools focused on preparing students for higher education and offered little of relevance to most rural students. In addition, the schools were understaffed and were managed by a remote, centralized bureaucracy. In 1987, a project was launched to improve schooling and link it to agricultural production and the economic needs of families, communities, and the province. Jilin education officials used initial funding from UNESCO to develop curricula and supplementary materials and to expand teacher training and community participation in 12 pilot elementary schools. The project introduced school-based management by a committee of educators, parents, and community leaders; developed a locally relevant, practical curriculum that included hands-on experiences in agriculture and daily living skills; and greatly expanded teacher training to align with the new curriculum and used professionals and other specialists as temporary instructors. Today, the program has expanded to 146 schools without additional UNESCO funding and is expected to spread throughout the province. Academic skills have improved dramatically, students cultivate ginseng and many high-production crops, and some schools have set up small businesses. Features that have contributed to this program's extraordinary success and expansion are discussed. (Contains photographs.) (SV)

ED 465 486 RC 023 551

Fagnoni, Cynthia M.
Welfare Reform: Tribes Are Using TANF Flexibility To Establish Their Own Programs. Testimony before the Committee on Indian Affairs, U.S. Senate.
PUB DATE- 02
NOTE- 22p.; Statement of Cynthia M. Fagnoni, Managing Director, Education, Workforce, and Income Security Issues, United States General Accounting Office.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Economic Development; Federal Legislation; *Poverty; *Program Design; *Reservation American Indians; Tribal Government; Unemployment; *Welfare Reform; Welfare Services
IDENTIFIERS- Personal Responsibility and Work Opp Recon Act;

the immediate victims of global postindustrialism; let learning processes be based on social experiments in companies; and have educational institutions go to the people, rather than forcing people to come to them. (MN)

ED 465 020 CE 083 187

Hjort, Katrin
An Entirely Different Reality: The Experience of 12 Newly Qualified Pedagogues on the Subject of Education and Work.
PUB DATE- 99
NOTE- 15p.; In: Olesen, H.S. and K. Forrester, Eds. Adult Education and the Labour Market V: Papers from the Seminar of the ESREA (European Society for Research into the Education of Adults) Research Network (5th, Dubrovnik, Croatia, May 1999). Frederiksberg, Roskilde University Press, 1999. p137-149.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Career Choice; Career Development; *Caregiver Training; *Child Caregivers; Context Effect; Decentralization; Developed Nations; Disabilities; Disadvantaged; Education Work Relationship; *Educational Change; Foreign Countries; Goal Orientation; Graduate Surveys; Institutionalized Persons; Modernization; *Self Concept; Self Control; Self Determination; Special Education; Specialization; *Student Attitudes; *Teacher Education; Vocational Education
IDENTIFIERS- *Denmark

A study conducted qualitative interviews with 12 newly qualified pedagogues from 3 different training colleges in 3 different locations in Denmark. The project was launched because the formerly more specialized training program was being replaced by one standard education program that would be a general education in which students would gain a general knowledge of problems attached to pedagogical work with ordinary, disabled and socially disadvantaged children, juveniles and adults, and have the potential to learn to obtain new knowledge and options when confronted with new problems at work. The organization of the new training program was decentralized. The first point of general relevance from the study was that, if a national education board leaves it to the decentralized levels to determine essential elements of the training programs, it would result in differentiation. The second point was that as a result of modernizing, newly qualified pedagogues would need increased proficiency in negotiation and administration systems. The third point was that 11 pedagogues planned to create their own special niche or a special career by incorporating personal interests such as music. In connection with the "critical/utopian" concepts of self-regulation, self-determination, and self-administration, newly qualified pedagogues may interpret them very differently according to the cultural context of the pedagogue. (Contains 10 references.) (YLB)

ED 465 021 CE 083 238

Roberson, Donald N., Jr.
Learning Experiences of Senior Travelers.
PUB DATE- 02
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

applicant characteristics; (2) some agencies differ in approach to client assessment, but much of the variation is by case manager; (3) case managers rely primarily on informal assessment to make initial tier placement decisions; (4) case managers face multiple demands on their time when conducting initial intake interviews and assessment and respond to those time pressures by relying on some simple guiding practices; and (5) case managers have no road map for assessing applicants with multiple, complex, long-term barriers to employment. A glossary is included. (Contains 21 references and 20 tables/figures/boxes.) (MN)

ED 465 038   CE 083 267

Matus-Grossman, Lisa; Gooden, Susan Tinsley
Opening Doors to Earning Credentials: Impressions of Community College Access and Retention from Low-Wage Workers.
SPONS. AGENCY- Mott (C.S.) Foundation, Flint, MI.; Ford Foundation, New York, NY.; William and Flora Hewlett Foundation, Palo Alto, CA.; Annie E. Casey Foundation, Baltimore, MD.; Ewing Marion Kauffman Foundation, Kansas City, MO.; Ambrose Monell Foundation, New York, NY.; Alcoa Foundation, Pittsburgh, PA.; George Gund Foundation, Cleveland, OH.; Grable Foundation, Pittsburgh, PA.; Anheuser-Busch Companies, Inc., St. Louis, MO.; New York Times Co., NY.; Open Society Inst., New York, NY.; Joyce Foundation, Chicago, IL.
PUB DATE- 01
NOTE- 34p.; Paper presented at the Annual Research Conference of the Association for Public Policy Analysis and Management (23rd, Washington, DC, November 1-3, 2001). Opening Doors to Earning Credentials project also supported by Knowledgeworks Foundation. Dissemination also supported by the Heinz Family and Union Carbide Foundations.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Persistence; *Access to Education; Child Care; *Community Colleges; *Credentials; Distance Education; Dropout Characteristics; Educational Opportunities; Employed Parents; Equal Education; Focus Groups; Low Income Groups; National Surveys; Performance Factors; Qualitative Research; *School Holding Power; Services; Social Support Groups; *Student Attitudes; Student Certification; Student Characteristics; Student Financial Aid; Two Year Colleges; *Working Poor
IDENTIFIERS- Cabrillo College CA; City University of New York La Guardia Comm Coll; Macomb Community College MI; Portland Community College OR; Sinclair Community College OH; Valencia Community College FL

Educational access and retention issues for low-wage working parents were examined in a study conducted at six community colleges nationwide. Three focus groups were held at each community college--one each for current community college students, those who had enrolled, in but not completed a community college program, and those who had never attended credit-granting community college programs. Together, the 18 focus groups included 131 participants. The focus group participants also completed short demographic surveys and follow-up telephone interviews. As a group, the current students reported fewer personal barriers to community college attendance, significant support from family, and more stability in terms of income and housing. The former students reported a mixed set of supports and stability that was influenced by development; education and social change; student certification; teacher certification; educational credentials; types of literacy and literacy education; educational research; research methodology; the relationship between theory and practice; accreditation; accountability; educational legislation; outcomes of education; access to education; educational quality; equal education; and education and cultural change. (MN)

ED 465 055 CE 083 298

Illinois Occupational Skill Standards. Beef Production Cluster.
SPONS. AGENCY- Illinois State Board of Education, Springfield.
PUB DATE- 02
NOTE- 157p.; Product Developer was Gayla Sargent.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Standards; *Agricultural Education; Agricultural Production; *Animal Husbandry; Competency Based Education; Definitions; Disease Control; Education Work Relationship; Educational Objectives; Employment Qualifications; Equipment Maintenance; Equipment Utilization; Farm Occupations; Glossaries; Guidelines; Hygiene; Job Skills; Livestock; Meat; Occupational Safety and Health; Performance Based Assessment; Pests; Program Guides; Sanitation; Secondary Education; *State Standards; Statewide Planning; Student Certification; *Student Evaluation; Two Year Colleges; Vocational Education
IDENTIFIERS- *Beef; *Illinois

This document, which is intended as a guide for workforce preparation program providers, details the Illinois occupational skill standards for programs preparing students for employment in occupations in the beef production cluster. The document begins with a brief overview of the Illinois perspective on occupational skill standards and credentialing, the process used to develop the skill standards, assumptions underlying the standards, and performance skill levels. Presented next are skill standards for 63 tasks typically performed in the following areas of beef production: accident and emergency procedures; feeding and watering; sanitation; calving; neonatal and young stock care; restraint and behavior; other health/production procedures; cattle identification, parasite/pest control; moving and breeding cattle; and record keeping. Each skill standard statement contains the following components: (1) the actual skill standard (including the conditions of performance, work to be performed, and performance criteria); (2) performance elements; and (3) assessment criteria. Appended are the following: a diagram of the site for administering injections to cattle; a beef production glossary; a glossary of education-related terms; lists of Illinois Occupational Skill Standards and Credentialing Council, Agricultural and Natural Resources Subcouncil, and Beef Production Cluster Development Committee members; and a list of necessary workplace skills. (MN)

ED 465 056 CE 083 299

Illinois Occupational Skill Standards. Collision Repair Technician Cluster.
SPONS. AGENCY- Illinois State Board of Education, Springfield.

"Entrepreneurship and Creating the Online Business" (Richard Clodfelter); "Technology and Career Development" (Judith K. Berry); "Technology and Effective Communication" (Donna R. Everett); "Keyboarding, Word Processing, and Other Input Skills" (Susan Maxam); "Understanding and Applying the Law to Technology" (Richard W. Clark); "Online Investing, Shopping, and Personal Finance" (Sheryl Piening, Beth A. Deinert); and "Contributions of Research to Teaching Technology" (Peter F. Meggison). All papers include student activities and substantial bibliographies. (MN)

ED 465 072 CE 083 324

Bartlett, Kenneth R.
The Perceived Influence of Industry-Sponsored Credentials in the Information Technology Industry.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 02
NOTE- 88p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Costs; *Credentials; *Employee Attitudes; *Employer Attitudes; Employment Qualifications; *Industry; Influences; *Information Technology; Job Performance; Postsecondary Education; Recruitment; *School Business Relationship; Staff Development
IDENTIFIERS- Human Resources Professionals; Industry Based Skill Standards

A study investigated the influence of information technology (IT)-industry-sponsored credentials from both organizational and individual perspectives. A senior-level human resource (HR) executive from each of 33 organizations with 500 or more employees completed a paper-and-pencil questionnaire (response rate=66% of the 50 organizations comprising the sample for this study), while 245 IT employees from these organizations completed an Internet-based survey at the invitation of their executive (response rate can't be calculated). Findings indicated that HR executives still saw traditional four-year college degrees as the desired qualification for entry into the IT industry; they held attitudes that IT-industry-sponsored credentials assisted in the recruitment process, reduced training costs, and had a somewhat positive impact on training, learning, motivation to transfer learning, and job performance; the majority of HR executives believed industry-sponsored credentials reduced employees' sense of teamwork, camaraderie, and ability to solve problems creatively; and IT employees felt industry-sponsored credentials will influence the recruitment process and opportunities for further training and development. Additional analysis also found significant differences in the perceived influence of industry-sponsored credentials among those employees who have earned credentials as compared to those who have not. (Appendixes include 116 references and HR executive and employee questionnaires.) (YLB)

ED 465 073 CE 083 325

Austin, James T.; Mahlman, Robert A.
High-Stakes Testing: Implications for Career and Technical Education. The Highlight Zone: Research Work.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 02

Policy; *Educational Principles; Educational Research; *High School Students; High Schools; Instructional Effectiveness; Mathematics Skills; Needs Assessment; Policy Formation; Predictor Variables; Reading Improvement; Reading Skills; Remedial Instruction; Research Needs; Skill Development; Student Characteristics; Student Evaluation; *Student Improvement; Student Motivation; *Student Needs; Thinking Skills; Trend Analysis; Tutorial Programs; Vocational Education

The push for higher academic standards has resulted in an increase in the numbers of high school students needing extra help. The need for extra help is most pervasive in high-poverty areas and most high school students need extra help not in traditional basic elementary skills but in reading, mathematics, and advanced reasoning skills. Most students requiring extra help in reading need support and direction to make the transition from a being beginning readers to becoming expert readers. In mathematics, most help is needed in operating with rational numbers and integers, the transition from arithmetic to mathematics, and mathematical reasoning. The issue of extra help for high school students must be reconceptualized. Although research has identified a core of elements that are critical to reading instruction for adolescents lacking strong comprehension strategies, mathematics has no long-standing body of research on the challenges and needs of students entering high school. The following are among actions for policymakers: (1) find time to address students' substantial extra help needs during the school day; (2) when attempting to address students' need for extra help, avoid triggering the reemergence of dead-end tracks and remediation; and (3) recognize and confront the importance of teacher quality. (Contains 74 references.) (MN)

ED 465 090 CE 083 369

Bailey, Thomas R.; Hughes, Katherine L.; Karp, Melinda Mechur
What Role Can Dual Enrollment Programs Play in Easing the Transition between High School and Postsecondary Education?
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 02
NOTE- 25p.; Paper commissioned for "Preparing America's Future: The High School Symposium" (Washington, DC, April 4, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Education; *Articulation (Education); College Bound Students; *Community Colleges; Comparative Analysis; Definitions; Delivery Systems; Distance Education; *Dual Enrollment; Educational Policy; *High Schools; Higher Education; Literature Reviews; Models; Outcomes of Education; Policy Formation; *Program Effectiveness; Public Policy; Rural Areas; Rural Education; Tech Prep; *Transitional Programs; Urban Areas; Urban Education; Vocational Education
IDENTIFIERS- New York (New York); Wisconsin

Dual enrollment programs allow high school students to enroll in college courses before high school graduation, giving them firsthand exposure to the requirements of college-level work and allowing them to gain high school and college credit simultaneously. The role of dual enrollments in easing the transition between high school and postsecondary education was explored through a review of dual enrollment programs across the United States. Particular attention was paid to New York providers should consider ILAs a key issue in their marketing and pricing strategies; (6) urgent consideration should be given to the information and publicity needs of potential learners and providers; and (7) comments on the scheme's cash flow and the speed with which accounts are opened for learners have been positive. (The following items are appended: procedures for briefing interviewees; a questionnaire for evaluating national arrangements; an analysis of ILA episodes by type of provider in the four study areas; and a list of sources of information about ILAs.) (MN)

ED 465 106 CE 083 444

Sadler, Jackie
First Impressions Count: How Effective Recruitment and Admissions Can Encourage Students To Stay at College. LSDA Reports.
PUB DATE- 02
NOTE- 21p.; Part of the Raising Quality in Achievement Programme.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Persistence; *Admission Criteria; *Admission (School); *Admissions Counseling; Articulation (Education); *College Programs; Counseling Techniques; Educational Improvement; Educational Policy; Educational Practices; Foreign Countries; Guidelines; High Risk Students; Policy Formation; Postsecondary Education; Program Effectiveness; *School Holding Power; Secondary Education; Student Evaluation; *Student Recruitment
IDENTIFIERS- *United Kingdom

Researchers explored ways institutions in the post-16 education sector in England and Wales can formulate recruitment and admissions policies that encourage students to stay in college. Data were drawn from the following sources: seminars attended by representatives of the post-16 sector; analysis of the findings of 86 Further Education Funding Council inspection reports; findings of the 3-year Raising Quality and Achievement Programme; and 171 institutions' responses to a survey examining pre-entry guidance and admissions. The study confirmed that greater recognition of the importance of correct course placement, intensive local competition for students, and a desire to widen participation in the sector have led post-16 institutions to review their recruitment and selection processes. The following were among the study recommendations for improving recruitment and selection processes: (1) develop symbiotic relationships with schools; (2) establish and maintain pre-entry relationships with applicants and other pupils through a range of "keeping warm" activities; (3) improve applicants' understanding of their future program of study and what will be expected of them; (4) review entry criteria and ensure that staff apply minimum criteria consistently; (5) ensure greater impartiality in recruitment; (6) improve initial assessment of applicants; and (7) identify "at risk" students at the pre-entry or entry stage. (Contains 12 references.) (MN)

ED 465 107 CE 083 445

Sadler, Jackie
Making the Best Match: Improving the Quality of Pre-Course Information, Advice and Guidance. LSDA Reports.
PUB DATE- 02
NOTE- 25p.; Part of the Raising Quality in Achievement Programme.
LANGUAGE- English

challenges; develop action plans; mobilize for implementation; and renew the process. Part 3 is a detailed three-part appendix that includes: background on the knowledge economy and economic development; detailed information on how to conduct a regional assessment; and a list of technology tools and resources for strategic planning. (Contains 41 notes.) (YLB)

ED 465 124   CE 083 491

Drago-Severson, Eleanor
Adult Development Researchers' Reflections on Using Multiple Research Methods with ABE/ESOL Populations.
PUB DATE- 02
NOTE- 63p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adult Basic Education; *Adult Development; Cognitive Processes; Community Colleges; Concept Formation; Culture; Educational Research; *English (Second Language); Family Literacy; Language Usage; Literacy Education; Questionnaires; *Research Methodology; Self Concept; Student Attitudes; Student Characteristics; *Student Experience; Transformative Learning; Two Year Colleges; Workplace Literacy
IDENTIFIERS- Bunker Hill Community College MA; *Meaning Construction; *Multiple Measures Approach; Multiple Testing; Polaroid Corporation

A study followed for a year or more the internal experiences of learning and change of 41 adult basic education/English as a second language learners enrolled in these 3 programs: community college, family literacy site, and workplace site. It focused on learners' meanings as the starting point for exploration and used a developmental lens to understand learners' program experiences in its approach to data collection and analysis. Protocols and measures administered before or near the start day of each program, during the middle months, and near the end of the program were focus groups; Experiences of Learning Interviews; Subject-Object Interview; Loevinger's Ego Development Sentence Completion Test; Role-Related Vignettes; Satisfaction with Life Scale; Perceived Efficacy Beliefs Scale; Locus of Control Scale; Self as Learner, Parent, or Worker Map; Reflecting on Changes in Self as Learner, Parent, or Worker Map; classroom observations; and Teacher Interview on Student Changes. Key theoretical and methodological lessons that focused on exploring developmentally oriented questions were adapting measures in accordance with learnings related to logistical, language and cultural issues; learnings related to contextual issues; and learnings related to using a range of measures to understand learners' meaning making and program experiences. Protocols and measures are appended. (Contains 45 references.)(YLB)

ED 465 125   CE 083 492

Savoie-Zajc, Lorraine; Dolbec, Andre
Considerations of Learning in the Workplace in Quebec: Pulp and Paper Students' Perspectives.
PUB DATE- 02
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5,

Psychological Association (109th, San Francisco, CA, August 24-28, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Females; *Feminism; Foreign Countries; *Gender Issues; *Intervention; Rape; Sex Fairness; Social Change; *Victims of Crime; *Violence
IDENTIFIERS- *Asia (Southeast); Burma; Cambodia; Thailand; Traumas

An analysis of structural and institutional violence against women in three cultures in Southeast Asia, Thailand, Cambodia, and among refugees of Burma, was generated by groups of women and men from these countries. Group members also discussed strategies for transforming systems supporting gender-based violence into structures of peace and gender-justice. The author describes the model, based on principles from liberation theory and feminist psychology, used to facilitate these discussion groups. The analysis of factors and societal systems that support structural and institutional gender-based violence is also presented along with group members recommended strategies for social change. (Contains 14 references.) (Author)

ED 465 146 CG 031 785

Carter, John W.; Pak, Jenny H.; Goodyear, Rodney K.
Cultural Differences in Alliance Formation during Group Supervision.
PUB DATE- 00
NOTE- 27p.; Paper presented at the Annual Meeting of the American Psychological Association (107th, Washington, DC, August 4-8, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Asian American Students; *Counselor Training; *Cultural Differences; Cultural Traits; Higher Education; *Self Disclosure (Individuals); Supervision; *Supervisor Supervisee Relationship

Study tested whether general differences between Asian and European-American cultures (interdependent vs. independent orientation, levels of self-disclosure and conflict in social relationships) would have an effect on the supervisory process of counseling trainees. On the context of weekly group supervision, first-year counseling trainees were assessed every 2 weeks (6 times total) on measures of Working Alliance and Self-Disclosure. As hypothesized, there were significant differences in the temporal patterns of both measures between Caucasian (N=19) and Asian/Asian-American (N=17) trainees. Caucasian supervisees showed a consistently high level of Self-Disclosure and a characteristic high-low-high pattern of Working Alliance. In contrast, Asian supervisees showed a gradually increasing level of Self-Disclosure and a more stable level of Working Alliance. It was noted that the patterns of Working Alliance discussed in the counseling literature were typical of the Caucasian supervisees, but not the Asian supervisees. This result highlights the fact that the traits associated with good supervisees (openness, comfortable expressing conflict) come out of Western socio-cultural norms. It is recommended that supervisors take cultural differences into account when working with and evaluating the progress of their supervisees. (Contains 21 references, 3 figures, and an explore a contemporary political issue, and another TA who professed not to care that 14 of her 43 students had failed English 101. The administrator states that she is often made to feel that she could care a lot less about composition--and still care more than most of her fellow graduate students teaching composition. They teach it because the choice is not between teaching composition and teaching something else but between teaching composition and not teaching--and not getting funded for their graduate work. The administrator, on the other hand, does not see composition as a necessary stepping stone to the kind of teaching she "really" cares about because composition is the kind of teaching she really cares about. So, although she can relate to the emotional ups and downs that new instructors go through, displays of apathy leave her stumped and struggling to manufacture an appropriate response. As Joanna Atwood Brown suggests in "Kitchen Cooks, Plate Twirlers, and Troubadors" the graduate student administrator may find herself both exposed to--and alienated by--the apathy of the instructors she supervises in a way most faculty would not be. As a "peer who isn't a peer," the graduate student administrator can seem like the perfect person to confide in but still complain about composition. Brown calls for a support network which does not necessarily have to stand in tension with critical conversations. (NKA)

ED 465 167 CS 510 980

Hodson, Kristy K.
Multiple Perspectives. The Changing Faces of Student-Centered Teaching: Refiguring the Center.
PUB DATE- 02
NOTE- 15p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (53rd, Chicago, IL, March 20-23, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Basic Writing; *Diversity (Student); *Freshman Composition; Higher Education; *Student Centered Curriculum; *Teacher Student Relationship; *Writing Teachers
IDENTIFIERS- California State Polytechnic University Pomona; Identity Formation; *Teaching Perspectives

When it comes to "student-centered" teaching, who knows what teachers are talking about? Specifically, the multiple perspectives offered in today's diverse classrooms have rendered such terms slippery and subjective. In a student-centered classroom, to "be" the one who knows what the students are talking about, the writing teacher must first face towards his/her students, to determine who "they" really are, to listen to their voices and experiences, to then lead them into a place where their perspectives make up the center. A center that everyone can agree upon is probably not self-evident. What makes California's classrooms so diverse are the students' identities--ethnicity, class, gender, and sexual orientation--and the students' abilities. Using California State Polytechnic University Pomona, this paper investigates the student population in the streets around the university. The paper explains that freshmen must take the English Placement Test (EPT) unless they qualify for exemption with an SAT Verbal score of 550 or above; the EPT is used to situate students by ability, which is one form of diversity. Noting that at the beginning of fall quarter 2001, Cal Poly Pomona remediated 51.39% of its first-time freshman population, the paper states

ED 465 187 CS 511 211

Stemper, Julie
Enhancing Student Revising and Editing Skills through Writing Conferences and Peer Editing.
PUB DATE- 02
NOTE- 87p.; Master of Arts Action Research Project, Saint Xavier University and SkyLight Professional Development Field-Based Master's Program.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Action Research; *Editing; Grade 6; *Instructional Effectiveness; Intermediate Grades; *Peer Evaluation; *Revision (Written Composition); Scoring Rubrics; *Student Attitudes; Student Surveys; Teacher Surveys; Writing Improvement; Writing Processes; Writing Skills; *Writing Workshops
IDENTIFIERS- Teacher Student Conferences

This report describes instructional strategies to improve the revising and editing skills of sixth grade students during the writing process. The literature review suggested improved instruction and evaluation through a writing workshop approach as a possible solution to the problem of poor revision skills. Within this structure, research also points to creating a positive environment, beginning the workshop with mini-lessons, teacher modeling, peer editing and teacher/student conferencing as possible solutions. This researcher focused specifically on peer editing and teacher/student conferencing. During the first week of September, a survey was administered to all language arts teachers at the site, and students were given a survey regarding their attitude toward writing. Students then drafted writing samples, which were evaluated by the researcher with two rubrics. A second writing sample was evaluated in December with the same rubrics, and the students were given the same survey to reassess their attitude toward writing. The post achievement data obtained from rubrics indicated a significant improvement in students' revising and editing skills in the areas of content and mechanics. In addition, post intervention student attitude survey data demonstrated significant growth in students' understanding of the importance of revising and editing. (Contains 30 references, 21 figures, and a table. Three appendixes contain: the teacher and student surveys; Content Writing Rubric; Mechanics Writing Rubric; the baseline narrative writing prompt and the post narrative writing prompt; Teacher/Student Conferencing Lesson Plans; Peer Editing Lesson Plans; a peer editing guide; and a checklist for student revising and editing skills.) (PM)

ED 465 188 CS 511 212

Buzard, Barbara; Jarosz, Diane; Lato, Kelly; Zimmermann, Lori
Motivating the Reluctant Reader.
PUB DATE- 01
NOTE- 131p.; Master of Arts Action Research Project, Saint Xavier University and SkyLight Professional Development Field-Based Master's Program.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Cooperative Learning; Elementary Education; Middle Schools; Reading Improvement; *Reading Instruction; Reading Material Selection; *Reading Motivation; Reading Skills; *Reading Strategies; Student Attitudes; *Student Motivation

This report describes a program for increasing student reading that their child's school can be and do more for their child, family, and community. It gives an introduction to the community school approach, explains its benefits for parents and their children, and offers some simple steps that can be taken to begin creating a new community school. Key distinguishing features of these schools include education being the first priority, extended hours and more learning opportunities, family involvement and support, onsite services, community support, and long-term partnerships between the school system, community agencies, and parents. Recent studies indicate that high-quality community school programs can improve academic achievement, attendance, and parental involvement, while creating a safer and friendlier school environment. The brochure concludes with an annotated list of community school resources. (RT)

ED 465 208 EA 031 688

Building a Community School. Third Edition.
SPONS. AGENCY- Citigroup Foundation, New York, NY.
PUB DATE- 01
NOTE- 122p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Ancillary School Services; Community Education; Community Involvement; *Community Schools; Community Support; Educational Philosophy; Elementary Secondary Education; Nontraditional Education; Parent School Relationship; Partnerships in Education; School Community Relationship; School Health Services; School Support; Shared Facilities; Social Services

Inherent in the nature of community schools is the assumption that many more challenges can be overcome when those involved work together than when working on one's own. This assumption forms the basis of the efforts described in this manual. It describes what community schools are; the challenges they face; and the new realities for schools, families, and communities that form the context for community schools. Attention is given to the Children's Aid Society (CAS) and how it has created community schools in New York State. School curriculum and structure, integration of health, mental, and other services, and early childhood programs are covered. Results to date of the CAS schools are presented, including improved academic performance, higher attendance rates, greater parental involvement, and safer schools. The team-building and sustaining processes are also described where community agencies are brought in as partners in education. Other important points covered are the planning and financing of the school. Finally, nine concrete initial steps are presented that can form the basis of an action plan. This manual concludes with a list of reading resources and Web sites. (Contains 88 references and 8 resource Web sites.) (RT)

ED 465 209 EA 031 689

Fitzgerald, Joy
The State of Charter Schools in Colorado, 2000-01: The Characteristics, Status and Performance Record of Colorado Charter Schools.

solve homelessness, they can take several steps to alleviate its effects. For example, they can get help from shelter directors and staff, McKinney-Vento district liaisons, and Title I staff. Schools can ease enrollment policies and procedures to help homeless families that do not have or cannot afford to order all the required documents by accepting motel receipts, a letter from a shelter, or an official school-enrollment affidavit as proof of residency. Attendance should be made a priority by providing basic needs, such as adequate food, clothing, transportation. Teachers should assess students' "readiness-to-learn" skills, present lessons in short units, and make special homework considerations, such as providing clipboards with attachable lights, and paper and pencils. The article concludes with "A Haven for the Homeless" (Rebecca Kesner). Two recommended books are "A Framework for Understanding Poverty," by Ruby K. Payne, and "Urban Principals Respond: Closing the Gap, Raising the Bar," by NAESP and Educational Research Service. (RT)

ED 465 229 EA 031 711

Kesner, Rebecca J., Ed.
The Doubly Exceptional Child: A Principal's Dilemma.
PUB DATE- 02
NOTE- 5p.; Theme issue. Published quarterly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Disabilities; Disability Identification; Elementary Secondary Education; *Gifted Disabled; *Intervention; Special Education; *Talent Development; Talent Identification

This document contains two articles concerned with doubly exceptional children and gifted education. In "The Doubly Exceptional Child: A Principal's Dilemma," (Carol J. Mills and Linda E. Brody), such children do not fit into the usual categories for sorting children because their gifts and disabilities often mask each other. Suggestions are presented for promoting a school climate that takes these children into account, assessing them, and creating intervention strategies. "Gifted Education: A Talent Development Approach" (Jonathan A. Plucker) acknowledges gifted education programs as being among the most controversial aspects of American education. It suggests that a "talent development" approach be used as a means of avoiding the difficulty in identifying and instructing talented students, whereby techniques from gifted education are applied to all students. Suggested strategies include establishing a climate for talent development, not ignoring the needs of highly gifted students, seriously addressing creativity, providing varied means of instruction and assessment, and giving teachers flexibility. Recommended books are "School Leader's Guide to Special Education," by NAESP and Education Research Service, and "Removing the Mask: Giftedness in Poverty," by Paul D. Slocumb and Ruby K. Payne. (RT)

ED 465 230 EA 031 712

Chan, Tak Cheung; Pool, Harbison
Principals' Priorities versus Their Realities: Reducing the Gap.
PUB DATE- 02

found on average that courts referred about 3 percent of offenders to mental health services and about 4 percent to substance abuse services. Their rate of custody was about 8 percent. Regarding interagency relations, courts had nearly weekly, but less than daily contact overall with other child-serving agencies in their communities. Mental health referral rates were higher for courts located in urban areas having more service resources and for courts that maintained more frequent contact with other child-serving agencies. (CR)

ED 465 248   EC 309 004

Davis, Maryann
Arrest Patterns into Adulthood of Adolescents with Serious Emotional Disability.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 01
NOTE- 6p.; In: A System of Care for Children's Mental Health: Expanding the Research Base. Proceedings of the Annual Research Conference (14th, Tampa, FL, February 25-28, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Age Differences; Antisocial Behavior; Behavior Disorders; *Behavior Patterns; Behavior Problems; Court Litigation; Criminals; *Delinquency; Delinquency Causes; *Emotional Disturbances; Emotional Problems; Incidence; *Mental Health Programs; *Outcomes of Treatment; *Predictor Variables; Sex Differences; Social Behavior; Young Adults

This report discusses the outcomes of a study that examined Massachusetts' automated court records (CORI) of all arrests by the age of 25 in 82 individuals who had received Boston-area intensive public adolescent mental health services between 1988 and 1994. Clinical records from individuals targeted adolescent treatments were also examined. Results indicated that by age 25, 56.1 percent of adolescents and young adults had been arrested. Six percent had only juvenile records, 27 percent had only adult records, and 23 percent had both, with differences between males and females. A larger portion of males than females had both juvenile and adult records. The earliest age of arrest was 9 years. The hazard rates for first arrest revealed the maximum at age 17 for girls and age 18 for boys. In boys, rates increased from ages 13 to 17, then declined after age 18 to a rate of 0 at age 22. In girls, first arrest risk was low until age 17, declined to 0 at age 20, rose again at age 22, and declined to 0 at age 24. Risk factors for juvenile and adult arrest included gender, length of stay in residential or day treatment, admission age, and adjudicated delinquency. (CR)

ED 465 249   EC 309 005

Rogers, Kenneth M.; Pumariega, Andres J.; Cuffe, Steven P.
Identification and Referral for Mental Health Services in Juvenile Detention.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 01
NOTE- 7p.; In: A System of Care for Children's Mental Health: Expanding the Research Base. Proceedings of the Annual Research Conference (14th, Tampa, FL, February 25-28, 2001).

Institute, Virginia; and Hector Ayala, teacher and director of English for the Children, Arizona. The six appendixes present opening statements and written statements. (SM)

ED 465 268 FL 027 281

Parlato, Salvatore J.
ESL LITE: English as a Second Language for Teachers of Other Stuff.
PUB DATE- 02
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Acculturation; Cultural Awareness; Cultural Differences; Elementary Secondary Education; *English (Second Language); Mainstreaming; Second Language Instruction; *Second Language Learning

This paper helps mainstream teachers and administrators demystify English-as-a-Second-Language (ESL) education, providing techniques to help immigrant students make sense of English and their new culture. Ten chapters examine the following: (1) "We're Moving to Where?" (how it feels to move to a totally alien environment); (2) "The Essence and Isn'ts of ESL" (e.g., teaching ESL is not remedial, bilingual education, or a branch of the speech discipline); (3) "On a More Positive Note" (teaching ESL is a new profession that embraces the same principles of planning and presentation that every good teacher knows); (4) "Top Ten Teaching Tips" (e.g., prepare students for their new classmate, appoint a same-sex buddy, slow down English speech, and print rather than using cursive); (5) "An Open Letter to Learners" (with suggestions for practicing American English); (6) "Question-and-Answer Time" (e.g., whether ESL teachers learn all the different languages, learning differences, and the importance of using both the home and school language); (7) "By the Numbers Now" (learning numbers); (8) "Wit, Wisdom, Whatever" (second language learning through the eyes of philosophers, students, parents, poets, and professors); (9) "Sources, Resources, and Centers"; and (10) "After-Words." (Contains 14 resources.) (SM)

ED 465 269 FL 027 282

Reauthorization of the Bilingual Education Act. Hearing before the Subcommittee on Early Childhood, Youth and Families of the Committee on Education and the Workforce. House of Representatives, One Hundred Sixth Congress, First Session (McAllen, Texas, July 7, 1999).
PUB DATE- 99
NOTE- 248p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Bilingual Education; Elementary Secondary Education; *English (Second Language); Equal Education; Federal Legislation; Hearings; Hispanic American Students; Immigrants; *Limited English Speaking
IDENTIFIERS- *Bilingual Education Act 1994; Congress 106th; Texas

This Congressional hearing on the reauthorization of the Bilingual Education Act, held in McAllen Texas, focuses on issues to consider in the reauthorization of the Bilingual

PUB DATE- 01
NOTE- 21p.; In: Luke, C. and B. Rubrecht, Eds. Texas Papers in Foreign Language Education: Selected Proceedings from the Texas Foreign Language Education Conference, 2001. Volume 6, n1, Fall 2001. For related documents, see FL 027 256-64.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *English (Second Language); *Error Analysis (Language); Foreign Countries; Higher Education; *Idioms; *Interference (Language); *Second Language Learning; Undergraduate Students

This study investigated Taiwanese English as a Foreign Language (EFL) students knowledge of English collocations and the collocational errors they made. The subjects were 60 students from a college in Taiwan. The research instrument was a self-designed Simple Completion Test that measured students knowledge of four types of lexical collocations: free combinations, restricted collocations, figurative idioms, and pure idioms. The results indicated that, for these students, free combinations created the least amount of difficulty, whereas pure idioms were the most challenging. Additionally, students performed about equally well on restricted collocations and figurative idioms. In general, the students deviant answers demonstrated their insufficient knowledge of English collocations. It is concluded that EFL learners errors in collocations can be attributed to negative first language transfer. Test items are appended. (Contains 26 references.) (Author/SM)

ED 465 289 FL 027 340

Sabieh, Christine
The Influence of Email on Language Learning: A Positive Impact.
PUB DATE- 02
NOTE- 18p.; Paper presented at the Annual Center for Developing English Language Teaching Symposium (22nd, Cairo, Egypt, April 22-24, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Freshmen; *Computer Uses in Education; *Electronic Mail; *English (Second Language); Feedback; Foreign Countries; Higher Education; Interpersonal Communication; Second Language Instruction; Teacher Student Relationship; Teaching Methods
IDENTIFIERS- Lebanon

This study investigated the influence of e-mail on English language learning among college freshmen enrolled in a remedial English class. English was considered the first or second foreign language for all participants. Students were divided into two groups. One group was allowed face to face communication in class and during office hours with the educator, while the other was allowed face to face communication in class and e-mail communication outside of class with the educator. The researcher analyzed frequency and content of communication, address style, long-term communication, and communication dynamics. By using e-mail, students became empowered learners who were active, responsible, and motivated to communicate to enhance their language learning. As active learners, they could create and edit a messag[illegible] then send it at their own pace. They expected

PUB DATE- 02
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adult Education; *Basic Skills; *English (Second Language); Health Promotion; *Language Skills; *Literacy Education; *Second Language Learning; Student Participation
IDENTIFIERS- Health Information; *Language Barriers

This question-and-answer sheet defines health literacy and its importance in the United States, discussing implications for adult English-as-a-Second-Language (ESL) learners, instructors, and programs. It also offers recommendations for addressing health literacy in the ESL classroom. It focuses on what health literacy is (a constellation of skills, including the ability to perform basic reading and numeric tasks required to function in the health care environment); how literacy and health professionals are responding to health literacy needs; obstacles that ESL learners may encounter (e.g., lack of access to basic health care due to language barriers and lack of information, lack of language skills, and lack of awareness of the U.S. health care culture); challenges for ESL instructors (e.g., lack of knowledge about health issues and unfamiliarity with students' cultural beliefs on health issues); types of activities to develop health literacy (e.g., practice dialogues); and how programs can use a participatory approach to health literacy instruction. A list of relevant resources is included. (Contains 15 references.) Adjunct ERIC Clearinghouse for ESL Literacy Education) (SM)

ED 465 310 FL 801 519

Gallery of ESOL Lesson Plans.
PUB DATE- 01
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Adult Education; Body Language; Career Choice; *Communication Skills; *English (Second Language); Grammar; Inferences; Interpersonal Communication; Lesson Plans; Second Language Instruction; Sentence Structure; Thinking Skills; Verbs

This collection of lesson plans for teaching English as a Second Language includes the following: "You Scratched Me!" which has students examine verbs in three forms (base, past, and progressive) together with questions, accelerating the memorization and understanding of verb forms and tenses; "Getting Acquainted/Inferential Thinking," which provides an exercise in inference and has students apply the knowledge to how body language, words, and actions help people understand what is happening in a play even if they do not understand the language well; "Let's Create Job Biographies," which helps adult learners relate their knowledge of work in their home countries to a workplace in the United States; "Let's Talk about Work!" which helps adult learners explore career options through oral interaction with peers after a visit to a work place; "Student-Generated Sentences," which encourages students to use and internalize grammatical structures in English; "Community Language Learning," which encourages and promotes real conversations in English with beginning language learners; and "Where Is the Monkey?" which has students answer yes/no questions using the verb "be" with prepositions. (Adjunct ERIC

(041),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Cheating; *Codes of Ethics; *College Faculty; College Students; Focus Groups; Higher Education; Knowledge Level; *Moral Values; Plagiarism; *Teacher Attitudes; Teacher Role; Teacher Surveys
IDENTIFIERS- *Kansas State University

A study with both quantitative and qualitative components was conducted with undergraduate teaching faculty at Kansas State University for fall 1999 to spring 2001 to study faculty role in addressing cheating at the collegiate level and faculty awareness of the University's honor system and cheating policies. Data were gathered through a variety of methods and techniques. Two focus groups involving 10 teaching faculty members helped refine a survey developed by the researcher, and a campus-wide survey was then conducted. From 339 to 365 responses per question were received from undergraduate teaching faculty. Offered in the survey was the opportunity to be interviewed about personal experiences with academically dishonest students, and 13 faculty members responded and were interviewed. The researcher also observed faculty members communicating information about academic dishonesty to students. Findings show that faculty perceptions about what constitutes cheating differ, suggesting the need for more dialogue among faculty members to develop a better consensus about what is academic dishonesty and what is acceptable behavior, especially in the area of collaboration. Most faculty members reported familiarity with the University's honor system, but only a minority indicated that they were familiar or very familiar with the policy or procedures of the system. National figures suggest that there is much cheating at the college level, and Kansas State University appears to have its share of episodes. However, faculty responses to this student behavior varied greatly, and they indicated that they had not received training in how to handle academic dishonesty. Some specific recommendations are made to provide further opportunities for faculty to discuss academic dishonesty and receive training in the honor system. Fifteen appendixes contain supplemental information and materials used in the surveys and interviews. (Contains 33 tables and 144 references.) (SLD)

ED 465 331   HE 034 981

Beile, Penny
The Effect of Library Instruction Learning Environments on Self-Efficacy Levels and Learning Outcomes of Graduate Students in Education.
PUB DATE- 02
NOTE- 8p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Distance Education; *Graduate Students; Higher Education; *Instructional Effectiveness; *Library Skills; Outcomes of Education; *Self Efficacy; World Wide Web

The purpose of the study was to examine the effectiveness of three learning environments: (1) campus-based students who attended a classroom library instruction session; (2) campus-based students who completed a Web-based library tutorial; and (3) distance students who completed a Web-based library tutorial on library skills self-efficacy levels and learning

DESCRIPTORS- *College Faculty; Females; Higher Education; Personal Narratives; *Teacher Role; *Teaching Experience
IDENTIFIERS- *Identity Formation; Identity (Psychological)

Two college faculty members share their experiences of the dialogue that has evolved as each woman formed her identity as professor. Both are women who began as junior single faculty members in rural, isolated university communities and became professors at other larger institutions. Their stories tell how they negotiate teaching, research, and service, and how they play integral roles in getting new graduate programs started and adjust to new universities in new settings. These narratives are autobiographical and autoethnographical as they reflect the shaping of the professorial identity. (Contains 26 references.) (SLD)

ED 465 352 HE 035 002

Hymel, Glenn M.; Etherton, Joseph L.
Positive Psychology in the Personal Adjustment Course: A Salutogenic Model.
PUB DATE- 01
NOTE- 10p.; Paper presented at the Annual Meeting of the Southwestern Psychological Association (Houston, TX, April 11-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adjustment (to Environment); *Course Content; Curriculum Development; *Health Behavior; Higher Education; *Psychology; *Student Attitudes; *Undergraduate Students

This paper proposes embedding various positive psychology themes in the context of an undergraduate course on the psychology of personal adjustment. The specific positive psychology constructs considered include those of hope, optimism, perseverance, humility, forgiveness, and spirituality. These themes are related to appropriate course content coverage along with suggestions for corresponding learning activities, reading assignments, and research topics that an undergraduate psychology major may consider undertaking. The intent is to initiate among faculty responsible for the personal adjustment course a consideration of possible ways to orient such a course more toward the positive end of the health ease/dis-ease continuum, thereby advancing positive psychologys emphasis on a "salutogenic" as opposed to a pathogenic perspective. (Contains 15 references.) (Author/SLD)

ED 465 353 HE 035 003

GEAR UP Austin: Impacting Lives Project, 2000-2001 Evaluation.
PUB DATE- 01
NOTE- 81p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Aspiration; Annual Reports; Career Awareness; *Counseling; Disadvantaged Youth; *Dropout Prevention; Educational Attainment; Higher Education; *Junior High School Students; Junior High Schools; Low Income Groups; Program Effectiveness; Program Evaluation; Urban Youth
IDENTIFIERS- *Austin Independent School District TX

The GEAR UP Austin: Impacting Lives program serves a cohort of approximately 3,369 seventh graders from 10 Austin Independent

ED 465 373 IR 021 383

Field Hearing on Technology in Schools: Preparing for the 21st Century. Hearing before the Subcommittee on Early Childhood, Youth and Families of the Committee on Education and the Workforce. House of Representatives, One Hundred Sixth Congress, First Session (Petaluma, California, August 30, 1999).

PUB DATE- 99
NOTE- 96p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Computer Uses in Education; *Educational Development; *Educational Technology; Elementary Secondary Education; *Federal Government; Futures (of Society); Hearings; Instructional Improvement; Legislation; *Public Policy
IDENTIFIERS- Congress 106th; House of Representatives; *Technology Implementation; Technology Role

The Subcommittee on Early Childhood, Youth and Families, Committee on Education and the Workforce, U.S. House of Representatives met, pursuant to call, on August 30, 1999 in the Petaluma Community Center, Petaluma, California, with Chairman of the Subcommittee Michael Castle presiding. This document represents the field hearing on how educational technology can be used to improve the academic education of the Nation's children. The hearing continues the examination of this issue, which the Chairman began in his home state of Delaware. Contents include opening statements of Chairman Michael Castle and of Representative Lynn Woolsey, Subcommittee on Early Childhood, Youth and Families, Education and the Workforce, and statements of: Representative Robert Scott, Subcommittee on Early Childhood, Youth and Families, Committee on Education and the Workforce; Ms. Alice Smiler Ostrovsky, Program Manager, Design Your Future, Autodesk Inc., San Rafael, California; Ms. Vanessa Caveney, Intern, Design Your Future; Dr. Greta Viguie, Assistant Superintendent, Cotati-Rohnert Park School District, Rohnert Park, California; Ms. Daisy Dampsky, Director, Safe Havens for Youth, United Way of Sonoma-Mendocino-Lake Counties, Santa Rosa, California; Dr. Janese Swanson, Founder, Girl Tech, San Rafael, California; and Ms. Cindana Cornwell, Vice President of Marketing, Spectraswitch Inc., Santa Rosa, California. Appendixes include the opening statement of Chairman Michael Castle; H.R. 2387, "Getting Our Girls Ready for the 21st Century," introduced by Representative Lynn Woolsey; and statements of: Ms. Alice Smiler Ostrovsky, Ms. Vanessa Caveney, Dr. Greta Viguie, Dr. Janese Swanson, and Ms. Cindana Cornwell. (Includes a table of indexes.) (AEF)

ED 465 374 IR 021 384

The Role of Technology in America's Schools. Hearing before the Subcommittee on Early Childhood, Youth and Families of the Committee on Education and the Workforce. House of Representatives, One Hundred Sixth Congress, Second Session (Washington, DC, March 8, 2000).

PUB DATE- 00
NOTE- 90p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Computer Assisted Instruction; *Computer Uses in Education; Educational Development; *Educational Technology; Elementary Secondary Education; Federal Government; Hearings;

Wisconsin Technical College System Board 2000-2001 Graduate Follow-Up Report.
PUB DATE- 02
NOTE- 35p.; For the 1999-2000 report, see ED 452 927.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- College Role; *Community Colleges; Education Work Relationship; *Educational Assessment; Enrollment; Graduate Surveys; Labor Force Development; *Outcomes of Education; *Student Attitudes; *Student Educational Objectives; Technical Education; Two Year Colleges
IDENTIFIERS- *Wisconsin Technical College System

This is a report on the 2001 graduate follow-up survey conducted annually by the Wisconsin Technical College System Board. The survey is administered to gather information on the activities, employment status, and perceptions of technical college students approximately six months after graduating. A total of 16,029 graduates were surveyed, with a resulting response rate of 76%. Results indicated that: (1) approximately 61% and 87% of the respondents were female and white, respectively; (2) most respondents were enrolled in health-related, business, or industrial service programs; (3) 32% of the respondents were in the age range of 20-24; (4) 44% of the respondents were attending college to prepare for employment; (5) 97% of the respondents were satisfied or very satisfied with their training; (6) 80% of the respondents were employed in jobs related to their college programs; (7) 74% of the respondents were employed in the technical college district where they were enrolled; and (8) the median annual salary for graduates was $26,388. The report includes specific statistics for every technical college program, and the appendix provides the survey instrument. (MKF)

ED 465 394 JC 020 422

Beam, Terri; Zamora, Victor
Online Instructors Must Be Online Students First.
PUB DATE- 02
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Faculty; Community Colleges; *Distance Education; *Online Courses; Program Evaluation; Student Experience; *Teacher Effectiveness; Two Year Colleges
IDENTIFIERS- *Mount San Antonio College CA

This document describes an online/hybrid course at Mt. San Antonio College (MSAC) (California) that gives faculty the experience of being a student in an online class. The course is 6 weeks long and the participating faculty members meet on campus only 3 times; the rest of the course work is conducted in an online mode. Each week's learning module and class activities are directed toward a central theme, such as online teaching or best practices. The course has been offered twice--once in the 2001 fall term with 13 faculty participants, and once in the 2002 spring term with 16 faculty participants. Faculty were taught how to use computers, browse the course Web site, and post a message to the class discussion forum. The courses culminated in student presentations. It appeared that participants had little trouble attending the three on-campus parent and participating child separately completed questionnaires; questionnaires were read aloud to younger children. Intrinsic motivation for learning was operationalized as the sum of subscales from the Scale of Intrinsic Versus Extrinsic Orientation in the Classroom, with items adapted for home rather than classroom education. These subscales included preference for challenge, curiosity/interest, independent mastery, independent judgment, and internal criteria for success. The child's personality was assessed using a four-factor measure of personality (agreeableness, intellect, extroversion, neuroticism). The degree to which psychological needs of autonomy, competence, and relatedness were being fulfilled was measured through child questionnaires. Findings indicated that parental supportiveness of autonomy was related with the child's intrinsic motivation for learning, as was the child's intellect personality factor score, the number of years the child had been home-schooled, and the child's age. Environmental conditions marked by high levels of autonomy supportiveness and support for perceived relatedness were associated with higher levels of children's psychological need fulfillment, as were high scores on the intellect personality factors. (KB)

ED 465 413 PS 030 192

A Guide for Parents and Families about What Your Kindergartner Should Be Learning in School This Year. Don't Fail Your Children.
PUB DATE- 01
NOTE- 8p.; For related documents in the "Don't Fail Your Children" series, see PS 030 193-204.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- English; *Kindergarten; Kindergarten Children; Language Arts; Mathematics; *Outcomes of Education; Parent Materials; Preschool Curriculum; Primary Education; Resource Materials; Sciences; Social Studies; State Curriculum Guides; *State Standards; World Wide Web
IDENTIFIERS- *Curriculum Standards; *South Carolina

This guide shares information about the South Carolina Curriculum Standards with parents. The standards outline state requirements for children's learning, and what students across the state should be able to do in certain subjects. The guide lists seven key reasons for parents to be aware of the new curriculum standards, and then presents a condensed version of the standards for kindergarten in mathematics (numbers and operation, algebra, geometry, measurement, data analysis and probability), English/language arts (reading/literature, listening, speaking, writing, research), science (inquiry and process skills, life science, earth science, physical science), and social studies (history: time, continuity, and change; government/political science: power, authority, and governance; geography: people, places, and environments; economics: production, distribution, and consumption). Listed after the standards for each subject area are sample assessment questions for parents to complete with their children, selected book titles for additional reading, and Web site addresses for extended learning. (EV)

ED 465 414 PS 030 193

ED 465 432 PS 030 391

CWLA Best Practice Guidelines: Behavior Management.
PUB DATE- 02
NOTE- 114p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administration; Adolescents; At Risk Persons; *Behavior Problems; *Caseworker Approach; *Child Welfare; Children; Childrens Rights; Compliance (Legal); *Discipline; Intervention; Parent Child Relationship; Parent Responsibility; Parent Rights; Professional Development; Standards
IDENTIFIERS- *Behavior Management; Physical Restraints; Seclusion

In the context of a national discussion regarding behavior management in child and youth care settings, and in an effort to address the need to care safely and appropriately for children and youth, the Child Welfare League of America (CWLA) formed the National Task Force on Behavior Management. The task force includes representatives of advocacy groups, consumer groups, CWLA's member agencies, accrediting bodies, and others with expertise in residential group care, foster care, child day care, and juvenile justice. This book contains the resulting CWLA guidelines, providing practical guidance to child welfare agencies. The guidelines are designed for use in all areas of the child welfare field, from improving practice at a program level to revising behavior management standards for accreditation. Chapter 1 of the book presents the ethical and legal framework for behavior management practices. Chapter 2 details best practices concerning implementation and maintenance of a comprehensive behavior management system, including system-wide administration and provider leadership. Chapter 3 provides guidelines for a continuum of behavior management interventions, including individualized service planning, selection of behavior intervention models, de-escalation methods, and physical interventions. Chapter 4 concerns guidelines on the use of restraint and seclusion. Chapter 5 discusses guidelines for professional development and support for staff and caregivers. Three appendices list members of the best practice task force, the guidelines reviewers, and the CWLA staff and consultants. A glossary of relevant terms is included. (Contains 29 references and 32 additional resources.) (KB)

ED 465 433 PS 030 392

Pizzigati, Karabelle; Stuck, Earl; Ness, Melissa
A Child Advocacy Primer: Experience and Advice from Service Providers, Board Leaders, and Consumers.
PUB DATE- 02
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Agencies; Agency Role; *Change Agents; *Change Strategies; *Child Advocacy; Child Welfare; Children; Human Services; *Public Policy

and society. Part 1 of the guide analyzes the core idea in the development of the High/Scope curriculum-active learning. The concept of active learning is discussed in several contexts: as an essential ingredient for learning, as a basis for how adults can create a supportive social climate, and as a foundation for working with the families or working as a team to make the active learning process effective in a particular setting with a particular group of children. Part 2 discusses methods for creating an environment that promotes active learning. This section suggests selecting and arranging materials from which children can choose, and manipulating and developing the daily routine so children have many opportunities to initiate, plan, carry out, and discuss their actions and ideas. Part 3 introduces 58 key experiences that can guide adults as they plan activities to support development in creative representation, language and literacy, initiative and social relations, movement, music, classification, seriation, number, space, and time. This revised edition of the guide includes information on phonemic awareness and preschool reading, additional references, the latest Perry Preschool research results, recent research relating to brain development, and a complete description of a consistent approach to problem solving. Each chapter includes a list of references and related readings. (HTH)

ED 465 452   PS 030 434

Romanoff, Becky
Newark Kids Count 2001: A Profile of Child Well-Being.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; Prudential Foundation, Newark, NJ.; Healthcare Foundation of New Jersey, Roseland, NJ.
PUB DATE- 01
NOTE- 101p.; With assistance from Eloisa Hernandez. For 2000 report, see ED 444 743.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Adolescents; Asthma; Birth Weight; Births to Single Women; Child Abuse; *Child Health; Child Neglect; Child Welfare; *Children; Crime; Demography; Drinking; Dropout Rate; Drug Use; Early Parenthood; Economically Disadvantaged; Elementary Secondary Education; Homeless People; Infant Mortality; Lead Poisoning; Mental Health; Mortality Rate; Physical Environment; Smoking; *Social Indicators; Tables (Data); Tax Credits; Violence; Welfare Recipients; *Well Being; Youth Problems
IDENTIFIERS- Child Mortality; *Indicators; *New Jersey (Newark); Sexually Transmitted Diseases

This Kids Count report provides statistical data on several indicators of child well-being in Newark, New Jersey. Indicators were grouped into seven categories: (1) Demographics (including population, registered voters, and income levels); (2) Family Well-Being (including residents serviced by Women, Infants, and Children (WIC), children in families receiving food stamps, children in families receiving public assistance, number of licensed child care centers, substantiated child abuse cases, and out-of-home placements); (3) Child Health (including number of births, percent low birth weight, percent with no prenatal care, unmarried mothers, number of births to teens, infant mortality rate, pediatric asthma cases, children living with HIV, sexually transmitted diseases, and vaccinations); (4) Mental Health (including number of children

Livingstone, Sonia, Ed.; Bovill, Moira, Ed.
Children and Their Changing Media Environment: A European Comparative Study.
PUB DATE- 01
NOTE- 384p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Adolescents; Books; Childhood Attitudes; *Children; Comparative Analysis; Computer Games; Computer Uses in Education; Cross Cultural Studies; Demography; Family Life; Foreign Countries; International Studies; Internet; Mass Media Effects; *Mass Media Role; *Mass Media Use; *Recreational Activities; Television Surveys; Use Studies; Video Games
IDENTIFIERS- *Europe; *Israel

Integrating broadcasting, video, computing, games, and the Internet, the domestic television screen is being transformed into the site of a multimedia culture. To address questions about the meaning and uses of such new media, this volume brings together work by researchers in 12 countries--Belgium, Denmark, Finland, France, Germany, the United Kingdom, Israel, Italy, the Netherlands, Spain, Sweden, and Switzerland--to present original and comprehensive findings regarding the diffusion and significance of new media and information technologies among children. The research is based on in-depth interviews and a detailed comparative survey of 6- to 16-year-olds across Europe and in Israel. Approximately 11,000 children and adolescents participated in the study about access to, time spent with, uses of, and meanings ascribed to a range of "new" and "old" media. Chapters of this volume are as follows: (1) Childhood in Europe: Contexts for Comparison (Sonia Livingstone, Leen d'Haenens, and Uwe Hasebrink); (2) Doing Comparative Research with Children and Young People (Sonia Livingstone and Dafna Lemish); (3) Old and New Media: Access and Ownership in the Home (Leen d'Haenens); (4) Childrens Use of Different Media: For How Long and Why? (Johannes W. J. Beentjes, Cees M. Koolstra, Nies Marseille, and Tom H.A. van der Voort); (5) Media Use Styles among the Young (Ulla Johnsson-Smaragdi); (6) Media Genres and Content Preferences (Carmelo Garitaonandia, Patxi Juaristi, and Jose A. Oleaga); (7) Media at Home: Domestic Interactions and Regulation (Dominique Pasquier); (8) Bedroom Culture and the Privatization of Media Use (Moira Bovill and Sonia Livingstone); (9) The Role of Media in Peer Group Relations (Annikka Suoninen); (10) "Computers and the Internet in School: Closing the Knowledge Gap? (Daniel Suss); (11) Who Are the New Media Users? (Friedrich Krotz and Uwe Hasebrink); (12) Gendered Media Meanings and Uses (Dafna Lemish, Tamar Liebes, and Vered Seidman); (13) Global Media through Youthful Eyes (Kirsten Drotner); and (14) Children and Their Changing Media Environment (Sonia Livingstone). Appendices list country abbreviations, participating institutions and research teams, and measurement of time spent using various media. (KK)

ED 465 469   PS 030 467

Hawes, Joseph M., Ed.
The Family in America: An Encyclopedia. The American Family. Volumes One and Two.
PUB DATE- 01
NOTE- 1076p.; Assistant Editor, Elizabeth F. Shores. Also available as an e-book from http://abc-clio.com.
LANGUAGE- English

*Temporary Assistance for Needy Families; *Tribal Management

A study requested by the U.S. Senate Committee on Indian Affairs examined tribal implementation of Temporary Assistance for Needy Families (TANF). Questionnaires were returned by TANF program directors in 34 states and by 148 American Indian tribes. Meetings were conducted with tribal leaders, program officials, and TANF officials in five states, and representatives of American Indian organizations and federal officials were interviewed. Despite tribal efforts to stimulate economic development, unemployment and poverty rates on reservations remain high, and prospects for economic growth may be limited. Barriers to economic growth on reservations include geographic isolation and lack of education and job skills. The number of American Indian families receiving TANF assistance has declined significantly in recent years. However, on some reservations caseloads have remained the same or increased, and in some states American Indians represent a large and increasing proportion of the total TANF caseload. To date, 172 tribes have designed and administered their own tribal TANF programs, which are allowed flexibility in program design. Rather than emphasizing job search and work, most programs encourage recipients to pursue education or training activities. Challenges in implementing tribal TANF programs include a lack of reliable data on the number of American Indian TANF recipients, lack of infrastructure support, and lack of experience and expertise in administering welfare programs. It is not yet clear whether the flexibility in program design provided to tribes will allow them to meet T. goals given the economic circumstances on reservations. An appendix lists tribal TANF programs. (TD)

ED 465 487   RC 023 552

Balow, Nancy, Ed.
The Link: A Publication for Education Practitioners, 1999-2001.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 194p.; For volumes 14-17, see ED 436 332. Published quarterly. Digicard in Vol. 19, No. 3 not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Change Strategies; *Educational Change; *Educational Practices; *Educational Research; Educational Technology; Elementary Secondary Education; *Professional Development; Research and Development
IDENTIFIERS- Comprehensive School Reform Demonstration Program

This document contains the 12 issues of the newsletter "The Link" published during 1999-2001. "The Link" disseminates resources, recent educational research findings, and other information of interest to practitioners in the four states served by AEL, Inc.: Virginia, West Virginia, Kentucky, and Tennessee. Feature articles cover such topics as enabling change, learning in the preschool years, equity in education, consolidated planning by school districts, a regional perspective on charter schools, 21st-century community learning centers, parent and community involvement, informal science, technology in the classroom, formative evaluation of comprehensive school reform, teacher collaboration for professional development, research on comprehensive school reform, AEL's Institute for the Advancement of Emerging Technologies in Education, a synopsis of recent school improvement efforts, and connecting school and community through technology. Issues also include research

DESCRIPTORS- Adult Education; *Adult Learning; Cultural Awareness; Educational Research; Ethnocentrism; *Experiential Learning; *Foreign Culture; *Learning Experience; *Older Adults; Self Concept; Self Evaluation (Individuals); *Travel; Trust (Psychology)
IDENTIFIERS- Reflective Thinking

A study examined learning experiences of older adults during travel. Semi-structured interviews were conducted with a purposively selected sample of 8 individuals aged 56-89. Questions were directed at the nature of their most significant travel experiences and what they learned. Four themes emerged from the data: learning about self, learning about trust, learning about the world, and learning about home. Learning about self was evident within the messy details of travel, from interaction with others, and in personal and critical reflection about their trip. These novel experiences resulted in an empowering framework of learning about who they are, what they can do, and how they see themselves. Learning about trust involved new lessons of dependence about themselves, people they are around during travel, and their God. Globetrotting destroyed ethnocentricity and helped them understand and appreciate different cultures. Travel changed people by broadening perspective and teaching new ways to measure quality of life. Travelers returned with a stronger, more positive appreciation of home and discussed learning something new, interesting, or surprising and stated some implications of travel were that they learned more about other cultures, religions, and groups of people. An important consideration for researchers might be the lack of personal reflection by travelers. (Contains 35 references.) (YLB)

ED 465 022 CE 083 239

Roberson, Donald N., Jr.
Modern Day Explorers--The Way to a Wider World.
PUB DATE- 02
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Education; *Adult Learning; Cognitive Structures; Educational Research; *Experiential Learning; Foreign Culture; Interpersonal Relationship; Learning Experience; *Learning Theories; *Older Adults; Retirement; *Transformative Learning; *Travel
IDENTIFIERS- Mezirow (Jack); Tour Guides

A study addressed the impact of the travel experience on the older traveler and when such experiences may be transformative. It explored the experiences of four older and experienced travelers. Research questions were: What types of experiences travelers identified? In what ways transformative experience was manifested? What conditions seemed to support change during a travel experience? and What type of travel seemed to be particularly meaningful to the traveler? Qualitative case study, grounded theory, portraiture, and comparative analysis were used in the process of this research. Five general themes resulted from the study, indicating the way to a wider world. First, impact in travel occurred when one saw personally important notions within the framework and contrast of another place or culture. Second, effective tour guides could be a catalyst for promoting change in travel. Third, rather than Mezirow's perspective transformation, travelers identified a change in meaning scheme that could be internal or external.

periodic ebbs and flows. Overall, the potential students reported many ongoing barriers, few family supports, and lives in a constant state of flux regarding factors such as income, employment, and housing. The following models and program strategies were recommended to community colleges wishing to increase access and retention for low-wage workers: (1) student support centers; (2) short-term certification programs; (3) supported distance learning; (4) on-campus child care; (5) financial aid for working adults; and (6) enforcement of nondiscrimination in higher education. (Contains 16 references.) (MN)

ED 465 039   CE 083 268

Putnam, A. R.
Problem-Based Teaching and Learning in Technology Education.
PUB DATE- 01
NOTE- 14p.; Paper presented at the Annual Conference of the Association for Career and Technical Education (75th, New Orleans, LA, December 13-16, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Active Learning; Adoption (Ideas); Classroom Techniques; Competency Based Education; Constructivism (Learning); Cooperative Learning; Critical Thinking; Definitions; Discovery Learning; Educational Objectives; *Educational Practices; Educational Principles; Experiential Learning; Guidelines; Independent Study; Instruction; Interdisciplinary Approach; Learning Processes; Learning Theories; *Problem Based Learning; Problem Solving; Secondary Education; Skill Development; Teacher Role; Teamwork; *Technology Education; *Theory Practice Relationship; Thinking Skills
IDENTIFIERS- Career and Technical Education; *Contextualized Instruction; Contextualized Learning Environments

Research on how the brain works has resulted in wider-scale adoption of the principles of problem-based learning (PBL) in many areas of education, including technology education. The PBL approach is attractive to curriculum developers because it is based on interdisciplinary learning, results in multiple outcomes, is integrated and competency-based, and emphasizes metacognitive or higher-order skills and real-life perspectives. The educational objectives of PBL are as follows: (1) develop a systematic approach to solving real-life problems using higher-order skills; (2) acquire an extensive integrated knowledge base that can be recalled and flexibly applied to other situations; (3) develop effective self-directed learning skills; (4) develop the attitudes and skills necessary for effective teamwork with others on a task or problem; (5) acquire a lifelong habit of approaching problems with initiative and diligence and a drive to acquire the knowledge and skills needed for an effective resolution; and (6) develop habits of self-reflection and self-appraisal. A model of PBL has been proposed that includes a nine-step self-directed procedure for approaching a problem, a resource critique, reassessment of the problem, summary and integration of what has been learned, and evaluation. PBL can be used in areas of technology education such as communication, manufacturing, transportation, and construction. (MN)

PUB DATE- 02
NOTE- 124p.; Product Developer was Shannon Perkins.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Standards; *Auto Body Repairers; Auto Mechanics; Competency Based Education; Definitions; Education Work Relationship; Educational Objectives; Equipment Maintenance; Equipment Utilization; Evaluation Criteria; Glossaries; Job Skills; Motor Vehicles; National Standards; Occupational Clusters; *Performance Based Assessment; Program Guides; Repair; Secondary Education; *State Standards; Statewide Planning; Student Certification; *Student Evaluation; *Trade and Industrial Education; Two Year Colleges
IDENTIFIERS- *Illinois

This document, which is intended as a guide for workforce preparation program providers, details the Illinois occupational skill standards for programs preparing students for employment in occupations in the (vehicle) collision repair technician cluster. It begins with a brief overview of the Illinois perspective on occupational skill standards and credentialing, the process used to develop the skill standards, assumptions underlying the standards, and performance skill levels. Presented next are skill standards for 46 tasks typically performed in the following areas of collision repair: structural analysis and damage repair; nonstructural analysis and damage repair; mechanical and electrical components; plastics and adhesives; painting and refinishing; and estimating. Each skill standard statement contains the following components: (1) the actual skill standard (including the conditions of performance, work to be performed, and performance criteria); (2) performance elements; and (3) performance assessment criteria. The following items are attached and appended: a matrix cross-referencing Automotive Service Excellence Tasks and the Inter-Industry Council on Auto Collision Repair Uniform Procedures for Collision Repair with related Illinois state standards; a collision repair glossary; a glossary of education-related terms; lists of Illinois Occupational Skill Standards and Credentialing Council, Transportation, Distribution and Logistics Subcouncil, and Collision Repair Technician Cluster Standards Development Committee members; and a list of necessary workplace skills. (MN)

ED 465 057 CE 083 300

Illinois Occupational Skill Standards. Meeting Professional Cluster.
SPONS. AGENCY- Illinois State Board of Education, Springfield.
PUB DATE- 02
NOTE- 153p.; Product Developer was Marie Swisher.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Standards; Audiovisual Aids; *Business Education; Competence; Competency Based Education; Conferences; Definitions; Education Work Relationship; Educational Benefits; Educational Needs; Employment Potential; Employment

NOTE- 10p.; For Research Work Number 6, see ED 461 730.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Accountability; Adult Education; Educational Research; *High Stakes Tests; Postsecondary Education; Secondary Education; Standardized Tests; State Programs; *Student Evaluation; Test Interpretation; *Test Use; *Test Validity; Testing Programs; *Vocational Education
IDENTIFIERS- *Career and Technical Education

The topic of high-stakes testing (HST) is important because HST has direct and indirect effects on career-technical education (CTE) programs and timely because HST increasingly enters public discussion and has produced a large body of research and practice that generalizes to CTE. A review of HST has identified two persisting dilemmas: policy and public expectations of testing exceeding tests' technical capacities and tension between testing to increase fairness and testing to classify. Applicable strategies to provide validity for HST are reliability estimation of scores used to make decisions, expert judgements of item linkage to curricula, studies of the predictive power of HST scores, and studies of consequences. Two opposing perspectives on the accountability-testing theme are that use of HST for accountability is a positive application of data-driven management to education and that the consequences of HST are negative. Descriptions of HST systems in Kentucky, Texas, and Massachusetts indicate different ways to accomplish HST; use of advisory panels to represent stakeholders' viewpoints; and continuous change. Findings of an e-mail survey of state CTE directors suggest ways to expand assessment modalities--computer delivery of assessments and authentic assessments or multimodal assessments that include high- and low-stakes components. Implications are that the CTE community needs awareness of HST; tests should be used responsibly; and a useful database system should be developed. (Contains 76 references and a list of 8 Internet sites.) (YLB)

ED 465 074 CE 083 326

Padak, Nancy; Sapin, Connie; Baycich, Dianna
A Decade of Family Literacy: Programs, Outcomes, and Future Prospects. Information Series.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 02
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adult Basic Education; *Adult Learning; Adult Literacy; Adult Students; Cooperative Programs; Coordination; Early Childhood Education; Education Work Relationship; *Educational Benefits; Educational Finance; Employment Potential; *Family Literacy; Federal Aid; *Intergenerational Programs; Job Skills; Literacy Education; *Parents as Teachers; Program Effectiveness; Program Evaluation; Role Models; State Aid; Student Evaluation
IDENTIFIERS- *Even Start

This paper reviews and synthesizes reports about family literacy programs and practices, focusing on outcomes for adult learners. Emphasis is on resources available in the ERIC database beginning in 1990. Section 1 on programs reviews

City's College Now program and Wisconsin's Youth Options program. College Now allows seniors from select New York City high schools to take up to six credits of college-level courses per semester at their high school. Whereas College Now focuses on academic subjects and preparing students for college-level work, Youth Options focuses on providing young people with expanded curricular choice, particularly in vocational subjects. Compared with other City University of New York freshman, College Now graduates earned more college credit than and were more likely to graduate from college on time. Youth Options was found to have had a discernible impact in providing a wide array of curricular options to high school students, particularly in rural schools. It was concluded that both delivery models have the potential to improve preparation for college. (Contains 37 references.) (MN)

ED 465 091 CE 083 371

Bottoms, Gene
Raising the Achievement of Low-Performing Students: What High Schools Can Do.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 02
NOTE- 40p.; Paper commissioned for "Preparing America's Future: The High School Symposium" (Washington, DC, April 4, 2002).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Change Strategies; Classroom Techniques; Education Work Relationship; Educational Change; Educational Improvement; *Educational Policy; Educational Principles; Educational Quality; Guidelines; High Achievement; *High School Students; High Schools; *Instructional Effectiveness; Low Achievement; Models; National Surveys; Noncollege Bound Students; *Performance Factors; Policy Formation; Resource Allocation; Student Improvement; Success
IDENTIFIERS- Career and Technical Education; *High Schools That Work

Since 1987, more than 1,100 high schools in 35 states have adopted the High Schools That Work (HSTW) improvement design. The effectiveness of selected school and classroom practices included in the HSTW design was analyzed to identify implications for federal policy, the conditions that improve students' chances for success, and practices that raise student achievement. The following are among the recommendations for policymakers that emerged from the study: (1) achieve better alignment of federal and state initiatives for low-performing schools; (2) encourage tougher graduation policies; (3) encourage an academic or career focus; (4) build curriculum and instructional leadership capacity at the school level; (5) designate federal resources to support extra help and successful transition; and (6) place major emphasis on professional development as the key to school improvement. The following conditions were identified as improving chances for success: graduation and accountability policies; outside assistance; alignment of district leadership, policies, and resources; and a focus on curriculum, instruction, and student achievement. The following practices were deemed effective in raising student achievement: realizing a functional school mission; having students complete a rigorous academic core and concentration; setting high expectations; rethinking the

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Achievement; Academic Persistence; Articulation (Education); *College Programs; *Counseling Effectiveness; *Counseling Techniques; Course Selection (Students); Delivery Systems; *Educational Counseling; Educational Improvement; Educational Research; Foreign Countries; Guidelines; Influences; *Information Needs; National Surveys; Parents; Performance Factors; Postsecondary Education; School Holding Power; Secondary Education; Seminars; Student Needs; Student Personnel Services; *Student Placement
IDENTIFIERS- Best Practices; Impact Studies; *United Kingdom

Ways of improving the quality of precourse information, advice, and guidance available to students entering further education and sixth form colleges in the United Kingdom were explored. Data were collected from the following sources: (1) the 3-year Raising Quality and Achievement Programme; (2) seminars on sharing good practice in delivering student support; (3) 171 institutions' responses to a survey on pre-entry guidance and admissions; and (4) analysis of the findings from 86 college inspection reports. The following were among the 10 recommendations for placing applicants more appropriately: (1) use feedback from those applying to the institutions; (2) explore any effects of pre-entry information, advice, and guidance on retention and achievement; (3) liaise with schools and the Connexions service to clarify the nature and extent of career education and guidance received by pupils; (4) identify the information needs of parents and guardians within the college catchment area and development appropriate ways of meeting them; (5) explore ways of increasing access to advice and guidance at times of greatest need; and (6) develop self-assessment tools to enable prospective students to identify the most appropriate program and level. A table listing tensions and conflicts of pre-enrollment services is appended. (Contains 14 references.) (MN)

ED 465 108 CE 083 446

Kirk, Gordon
Support for the Costs of Learning. LSDA Reports.
PUB DATE- 02
NOTE- 20p.; Part of the Raising Quality in Achievement Programme.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Achievement; Academic Persistence; Access to Education; Adolescents; Case Studies; *College Programs; Comparative Analysis; Cost Effectiveness; *Educational Finance; Educational Policy; Educational Research; Financial Support; Foreign Countries; National Surveys; Paying for College; Performance Factors; Policy Formation; Postsecondary Education; *Program Costs; Program Effectiveness; Program Evaluation; *Public Policy; School Holding Power; Student Costs; *Student Financial Aid; Systems Approach; Technical Institutes; Youth Programs
IDENTIFIERS- Best Practices; Impact Studies; Individual Learning Accounts; *United Kingdom

Various options for supporting the costs of learning by youths between the ages of 16 and 19 years in the United Kingdom were assessed. Currently available student support services were reviewed, and evidence documenting the link between supports and student success was presented. Data were collected from the following sources: current research on student support; inspection findings about support for students in further

2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Action Research; Context Effect; *Cooperative Education; Cooperative Programs; Coordination; Foreign Countries; *Forestry Occupations; High Schools; Lumber Industry; *Partnerships in Education; Program Development; Program Evaluation; Program Implementation; *School Business Relationship; *Vocational Education; Work Experience Programs
IDENTIFIERS- *Paper and Pulp Occupations; *Paper Industry; Quebec

A study identified students' perspectives on quality and nature of learning achieved in a vocational program using a cooperative learning approach. The theoretical framework for analysis of the implementation of a vocational program included Lave and Wenger's (1991) concept of situated learning and the Guile and Griffiths' (2001) model of work experience. A 1997-2001 action research study focused on dynamics as collaborations between schools and businesses were implemented, including how collaboration evolves; the nature and type of collaboration in relationship to the size of organizations; and implementation of partnerships in a vocational training program. The context was a new, high-school-level vocational program to train specialized workers for the pulp and paper sector. Questionnaire and interview data indicated first experiences of cooperative education in the sector were filled with challenges that vocational centers and mills overcame; large majorities of students were satisfied with training and confident of finding a job; and the practicum was not a good example of successful integration in the pulp and paper community of practice. Mills appeared to play the role of a demonstration environment. Many students reported limited access to job operations; mills engaged in training with a focus on productivity; work supervisors saw their role mainly as adapting to the vocational centers' demands rather than being more active; and degree of work autonomy conferred on students was very variable. (YLB)

ED 465 126   CE 083 493

Gallart, Marta Soler
Dialogic Reading: Adult Learners Crossing Cultural Borders.
PUB DATE- 02
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Development; Adult Education; Adult Learning; *Classics (Literature); Critical Reading; Critical Thinking; Ethnography; Foreign Countries; *Group Dynamics; *Learning Experience; Literary Criticism; Reader Response; Reading Comprehension; *Transformative Learning
IDENTIFIERS- *Dialogic Education; *Literature Circles; Meaning Construction; Spain

A two-year ethnographic study of dialogic literary circles in Spain explored the learning experience of adults who participated in them. In a dialogic society, educational projects providing real opportunities for transformation and overcoming inequalities usually had a dialogic orientation and promoted instrumental learning as well as critical reflection appendix of the test instruments.) (Author/JDM)

ED 465 147   CG 031 786

Bulach, Cletus R.; Fulbright, Julie Penland; Williams, Ronnie
Bullying Behavior at the Middle School Level: Are There Gender Differences?
PUB DATE- 02
NOTE- 11p.; Paper presented at the Eastern Educational Research Association Conference (Sarasota, FL, February 27-March 2, 2002).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bullying; *Middle School Students; Middle Schools; Policy Formation; *Sex Differences; *Student Attitudes; Student Behavior

This study examines the extent of bullying in an urban middle school and the potential differences in bullying behavior as a result of gender. An instrument consisting of 59 items was administered to all students (N=745) in grades six through eight. Regarding the effect of gender, the results presented overwhelming data supporting the fact that males are more likely to be physically and verbally abused than females. Significant gender differences were also found in the way students perceived each other being treated. Males were more likely to believe that discipline was not administered fairly; that students were not held accountable for their actions; and that they received less respect. Females reported more favorable relationships with teacher and their friends. The instrumentation provides data that could be useful in helping school officials develop an action plan to reduce bullying. (Contains 10 references and 1 table.) (GCP)

ED 465 148   CG 031 787

Skaruppa, Cindy L.; LeBlanc, Patrice; Lacey, Candace H.
Youth Court: Advocating for All Children.
PUB DATE- 01
NOTE- 15p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (81st, New Orleans, LA, February 17-21, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Citizenship Education; *Delinquency; Intermediate Grades; Juvenile Courts; *Juvenile Justice; Program Effectiveness; Role of Education; Secondary Education; *Youth Problems
IDENTIFIERS- Palm Beach County Schools FL; *Teen Courts

This paper describes the evaluative research of the Palm Beach County, Florida School Districts Youth Court Trial Program. Youth or teen courts have been implemented as an alternative measure to juvenile courts for handling adolescents who committed delinquent acts, usually for the first time. The purpose of the applied research was to identify strengths and weaknesses of the program while determining if stated program goals were met. Based upon the findings of the study, it appears that the Youth Court Program is working. It is noted that the educational role of youth courts is to inform and educate young people about the law in our democracy and their that as a result these students were required to take either one or two basic writing courses, depending on their exact score. It finds that the game of "Who knows what we're talking about?" is about a diverse student population whose multiple perspectives are wonderfully layered and individual, and who, when validated, are willing to invite their teachers onto their streets. (Contains 5 figures. Cites 11 works.) (NKA)

ED 465 168   CS 510 982

Wilson, Elizabeth; Protheroe, Nancy
What We Know About: Effective Early Reading Instruction.
PUB DATE- 02
NOTE- 107p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Classroom Techniques; *Early Intervention; Emergent Literacy; High Risk Students; Instructional Effectiveness; Preschool Education; Primary Education; *Reading Difficulties; *Reading Instruction; *Reading Processes; *Reading Skills; Student Needs
IDENTIFIERS- *Phonemic Awareness

The ability to read is critical for a child's future learning, and it opens the doors to social and economic advancement. Unfortunately, 17% to 20% of children in the United States encounter significant difficulties in learning to read. Although not all reading disabilities can be traced to obvious risk factors, such difficulties occur in disproportionate levels among children who are poor, racial minorities, and non-native speakers of English. Children who do not develop basic reading skills by the beginning of third grade are at risk for school failure and lifelong difficulties. This book, a guide to facilitating reading success, is designed for teachers and administrators who work with children in the early elementary grades or preschool. The book focuses on a variety of strategies, approaches, and programs for sound literacy instruction and prevention of reading difficulties, as well as methods of intervention for children at risk of reading failure. Chapters in the book are: (1) "Introduction"; (2) "The Evolution of Reading Intervention"; (3) "Effective Reading Instruction"; (4) "The Elements of Good Reading Instruction"; (5) "Early Identification and Assessment"; (6) "Early Intervention for Children at Risk of Reading Failure"; (7) "Fostering Literacy before Kindergarten"; (8) "Implementing Effective Programs"; and (9) "Summary." Appended is a glossary of terms used. (Contains 162 references.) (NKA)

ED 465 169   CS 510 990

Vincent, Lisa; Barltrop, Jenny
PEN: Designing Learning Experiences for Peers.
PUB DATE- 02
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

motivation through the use of cooperative learning activities, differentiating reading instruction, and active reading strategies. The students of the targeted second, fourth, sixth and eighth grade classes exhibited a reluctance to read that interfered with academic growth. Probable causes for the lack of student motivation in reading were identified through a review of the literature and an analysis of the setting. Materials were often picked for students with little thought for relevance to their lives and interests. Students were not familiar with the variety of genres and authors. Students lacked the skills required to read rich and engaging books. Books competed with video games, television, and other electronic devices. The strengths and weaknesses of the students' reading abilities were identified. Through the planned lessons these strengths and weaknesses were improved. Reading reluctance decreased. Post intervention data indicated an overall improvement in reading skills and motivation when lessons incorporated cooperative learning activities, differentiating reading instruction, and active reading strategies. (Contains 30 references and 16 figures of data. Eighteen appendixes include the following: a letter to colleagues; reading surveys for parents and students; Comprehension Test; IRI Recording Form; fluency reading test samples; Reluctant Reading Book List; Independent Reading Contract; a group project; Literature Circles; a newspaper character activity; a Plot Line Poster; Reader's Theater; a multiple intelligence activity; graphic organizers; a science activity; a DRAW Activity; and a story map.) (Author/PM)

ED 465 189   CS 511 213

Kolling, Ann
Improving Student Revising and Editing Skills through the Use of Peer Editing and Writing Conferencing.
PUB DATE- 02
NOTE- 83p.; Master of Arts Action Research Project, Saint Xavier University and SkyLight Professional Development Field-Based Master's Program.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Action Research; *Editing; Grade 6; Instructional Effectiveness; Middle Schools; *Peer Evaluation; Process Approach (Writing); *Revision (Written Composition); Student Attitudes; Student Surveys; Teacher Surveys; *Writing Improvement; Writing Strategies; Writing Workshops
IDENTIFIERS- *Teacher Student Conferences

This report describes instructional strategies that will improve the revising and editing skills of sixth grade students during the writing process. The literature review suggested improved instruction and evaluation through a writer's workshop approach, which would include a positive environment, mini-lessons, teacher modeling, peer editing, and student/teacher conferencing. This researcher focused specifically on peer editing and student/teacher conferencing. A survey was administered to all language arts teachers at the site during the last week of August. Also during this week, students were given a survey to fill out regarding their attitude toward writing. After drafting a writing sample the first week of September, students were evaluated with two rubrics by the researcher. During the first week of December, an identical survey was given to the students, and a second writing sample was evaluated according to the same rubrics. Post intervention

PUB DATE- 02
NOTE- 158p.; Kathy Green and Lurcretia Peebles completed the analysis of CSAP data in Part Eight of the report. Some tables may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Charter Schools; Elementary Secondary Education; Government Publications; Nontraditional Education
IDENTIFIERS- *Colorado

This document reports and analyzes information on Colorado charter schools for the 2000-01 school year. Eleven parts cover various aspects of these schools: (1) "Introduction"; (2) "The Colorado Charter Schools Act"; (3) "State Board of Education Disposition of Appeals"; (4) "The Characteristics of Colorado Charter Schools"; (5) "Characteristics of Colorado Charter School Students"; (6) "Governance of Colorado Charter Schools"; (7) "Colorado Charter School Teachers and Administrators"; (8) "Measure of Charter School Performance"; (9) "Waivers"; (10) "Financial Issues in Colorado Charter Schools"; and (11) "Voices from the Field." Highlights for the 2000-01 school year include: 77 charter schools operated in the state, which represented 4.6 percent of all public schools; 20,155 students were enrolled, representing 2.8 percent of total public-school enrollment; the average student-to-teacher ratio was 14.25 to 1; 60 percent of the charter schools used a recognized national reform model as the foundation of their educational program; racial/ethnic minority students made up 26.3 percent of the total charter-school enrollment; many charter schools have extensive waiting lists, and the majority of them have consistently demonstrated high rates of parent satisfaction and have met or exceeded their reenrollment goals; and 28 charter schools received startup/implementation grants totaling $3,770,000. An appendix contains the Colorado Charter Schools Evaluation Data Matrix 2000-01 and a list of focus-group questions. (RT)

ED 465 210 EA 031 690

Key Topics in Education in Europe, Volume 2. Financing and Management of Resources in Compulsory Education: Trends in National Policies.
SPONS. AGENCY- Commission of the European Communities, Brussels (Belgium). Directorate-General for Education and Culture.
PUB DATE- 00
NOTE- 519p.; For Volume I, see ED 442 314. Figures may not reproduce well.
LANGUAGE- English
EDRS Price- MF02/PC21 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Policy; Elementary Secondary Education; Foreign Countries; *International Education; *National Programs; *Public Policy; *Resource Allocation; Student Financial Aid
IDENTIFIERS- *Europe; EURYDICE

This volume is the second in a series of comparative studies carried out by EURYDICE (Education Information Network in the European Community) and is intended to provide indepth analyses of specific issues of major interest for policy decision-makers and educational cooperation at the European level. The general introduction of this book sets out the definitions needed to understand the scope of the analysis, specifies the schools

NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administration; Efficiency; Elementary Secondary Education; Planning; *Principals; Scheduling; Self Management; *Time Management

Because of increased pressure for educational improvement, school principals have assumed new roles and responsibilities in school administration. Thus, principals have to prioritize their job responsibilities and allocate their time accordingly. This study investigates the importance school principals assign to their various job responsibilities and the proportion of time they devote to carrying them out. The aim of the study was to discover discrepancies between principals' priorities and their realities, probe reasons for these differences, and identify steps and strategies principals can use to bring the two more into alignment. Results showed that many principals spend a large amount of time performing routine management-type activities, often unpredicted and of short duration, plus "putting out fires." Student interaction and discipline also take up much time, as do budgetary difficulties. Keeping up-to-date as a professional was commonly ranked as a low priority. Recommendations include good planning along with consulting faculty and staff members; prioritizing goals and making them specific; reviewing plans periodically; creating a more engaging, demanding, concept-based, and level-appropriate curriculum; maintaining good time and stress management; and maintaining a sense of humor. (Contains 30 references.) (RT)

ED 465 231 EC 308 986

Salisbury, Christine; Strieker, Toni; Roach, Virginia; McGregor, Gail
Pathways to Inclusive Practices: Systems Oriented, Policy-Linked, and Research-Based Strategies That Work.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 01
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Strategies; *Disabilities; *Educational Change; Educational Policy; *Educational Practices; Elementary Secondary Education; *Inclusive Schools; Research Utilization; *Systems Approach; Theory Practice Relationship

This guidebook describes large scale change strategies to develop inclusive approaches to educational policy and practice at the state and district levels. The information was developed under the auspices of a 5-year federally funded project, "The Consortium on Inclusive Schooling Practices," which gathered and synthesized information about systemic change related to the incorporation of students with disabilities in general education systems. The project included in-depth work in three states over 4 years and also involved collaboration with individuals involved in systems change efforts focused on inclusive schooling practices in 18 other states. Individual

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescent Behavior; Adolescents; Behavior Disorders; Delinquency; Delinquent Rehabilitation; *Disability Identification; Disproportionate Representation; *Emotional Disturbances; Emotional Problems; *Juvenile Courts; Juvenile Justice; Mental Disorders; *Mental Health Programs; *Racial Differences; Racial Discrimination; *Referral
IDENTIFIERS- South Carolina

This report discusses the outcomes of a study that examined the mental health referral patterns of youth referred to a public sector mental health system as the result of a judicial consent decree. The study included two samples of youth ages 13-17 from the entire state of South Carolina. The first group included incarcerated youth recruited from the South Carolina Department of Juvenile Justice (SCDJJ) central detention facility in Columbia (n=120). The second group included youth referred to South Carolina Department of Mental Health (SCDMH) facilities as part of a judicial consent decree (n=120). Data were collected on both samples between January 1997 and December 1997. Findings from the study indicate there is a substantial level of need for mental health services among detained youth. Ninety-six percent of referred youth and 69 percent of incarcerated youth met criteria for a psychiatric disorder. The most common diagnostic category was disruptive disorder for both referred and detained youth. Referred youth were more likely to have affective diagnoses than detained youth; however, they were less likely to have a substance abuse disorder. Consistent with prior studies, African-American youth were referred for mental health services less often than were Caucasian youth. (Contains 16 references.) (CR)

ED 465 250 EC 309 006

Banks, Steven M.; Pandiani, John A.
Mental Health and Criminal Justice Caseload Overlap in Five Counties.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 01
NOTE- 6p.; In: A System of Care for Children's Mental Health: Expanding the Research Base. Proceedings of the Annual Research Conference (14th, Tampa, FL, February 25-28, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Behavior Disorders; Community Health Services; Criminals; *Delinquency; *Emotional Disturbances; Emotional Problems; Federal Programs; Health Maintenance Organizations; *Incidence; Juvenile Courts; Juvenile Justice; Mental Disorders; *Mental Health Programs; *Outcomes of Treatment; Social Services
IDENTIFIERS- *Florida; *Medicaid

This report discusses the preliminary results of a study that investigated arrest rates for adolescents who received community mental health services under Medicaid managed care programs in Hillsborough, Florida, and four surrounding countries. Results indicate many young recipients of mental health services were arrested in Hillsborough and nearby counties during 1995-1998. Almost one-third of all 14-16 year-old boys, and almost one-fifth of all 17-19 year-old boys in

Education Act. After opening statements by Chairman Michael Castle and Representative Ruben Hinojosa, both of the Subcommittee on Early Childhood, Youth and Families of the Committee on Education and the Workforce, U.S. House of Representatives, there are seven statements by the following individuals: Ellen M. Gonzalez, Associate Executive Director, Region One Education Service Center, Edinburg, Texas; Josefina Villamil Tinajero, Assistant Dean and Professor of Bilingual Education, University of Texas El Paso, Texas; Gloria F. Garza, kindergarten teacher, Pharr, Texas; Alba Ortiz, Associate Dean, University of Texas Austin, Texas; Gilberto Anzaldua, Superintendent, El Paso Independent School District, Texas; Gloria Gallegos, Executive Director of Special Programs, Pasadena Independent School District, Texas; and Hilda Medrano, Deal of College of Education, University of Texas, Pan American, Edinburg, Texas. Eight appendixes present the opening statement and written statements. (SM)

ED 465 270 FL 027 283

Chen, Dar-Wu
Finding Clues, Not Detecting Errors--A Different Approach to EFL Composition.
PUB DATE- 00
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Secondary Education; *English (Second Language); Error Correction; Feedback; Foreign Countries; Higher Education; *Language Proficiency; Second Language Instruction; *Teaching Methods; *Writing Processes; *Writing Skills
IDENTIFIERS- Taiwan

The process oriented approach to English-as-a-Second-Language (ESL) instruction has spurred such new ideas as student instruction and the whole language approach. New thinking justifies the validity of qualitative research, which lets researchers view subjects' learning processes from previously impossible angles. This paper examines ESL writing expertise and English language proficiency. It explains that how students plan, organize, revise, and edit their writing is as important as their English language proficiency. Conventional methods of grading and correcting students' compositions are inadequate, because they rely too heavily on language proficiency. When writing, language interacts with writing expertise. Correcting grammatical and word errors seem to be a constant focus for Taiwanese ESL students and teachers, though many instructors try to teach how to organize ideas or write a topic sentence. What students put down on paper is a combination of both writing expertise and English proficiency. ESL writing teachers must find clues that indicate, in terms of writing expertise and English proficiency, what kinds of strengths and weaknesses each student has. ESL writing instruction is most effective when teachers see through flawed language and understand what kind of help each student requires. (Contains 40 references.) (SM)

ED 465 271 FL 027 284

Chen, Dar-Wu
Revealing the Misunderstood Identity of ESL/EFL Writing Students--From the Perspectives of Language Proficiency and Writing Expertise.

to receive feedback but were not anxious because it took place in a nonthreatening, nonjudgemental environment. Peer pressure and modeling were minimal in the e-mail condition. The non-e-mail group felt more peer pressure and lack of privacy, and they tended to be more passive learners. The presence of others (in the classroom or the educators office) influenced students perceptions, evaluation, and behavior. Tables and figures are appended. (Contains 44 references.) (SM)

ED 465 290 FL 027 341

Sabieh, Christine
An ELT's Solution to Combat Plagiarism: "Birth" of CALL.
PUB DATE- 02
NOTE- 15p.; Paper presented at the Annual International Information Technology and Universities in Asia conference (Bangkok, Thailand, April 3-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Freshmen; *Computer Assisted Instruction; *Computer Uses in Education; *English (Second Language); Higher Education; Language Teachers; *Plagiarism; Second Language Instruction; Second Language Learning; Student Research; Teaching Methods; World Wide Web
IDENTIFIERS- *Computer Assisted Language Learning

One English-as-a Second-Language professor fought plagiarism using computer assisted language learning (CALL). She succeeded in getting half of her class to write documented research papers free of plagiarism. Although all of the students claimed to know how to avoid plagiarizing, 35 percent presented the work with minor traces of plagiarism. The remaining 15 percent were frustrated by the assignment and presented incomplete papers. This paper shows that the key to combating plagiarism is to provide students with challenging assignments using the computer as the medium and giving them autonomy to design a site. These students learned the basic research steps needed to create an APA research paper. The teacher worked to keep them on task, interested, and involved. She had students follow a five-step plan: provide a challenging assignment, provide clear steps to follow, minimize fear of the computer and of creating a web page, ensure understanding of research steps, and ensure plagiarism awareness. This resulted in clear role definitions for the students, the educator, and the computer. The educator used technology as a partner to create plagiarism awareness, and the students used technology as an aid to consciously eliminate plagiarism in the language learning process. (Contains 36 references.) (SM)

ED 465 291 FL 027 342

Manu'atu, Linita; Kepa, Mere
Towards Reconstituting the Notion of "Study Clinics." A Kakai Tonga Tu'a Community-Based Educational Project.
PUB DATE- 02
NOTE- 22p.; Version of paper presented at the Community Languages and English as a Second or Other Language Conference (Wellington, New Zealand, July 5-8, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

Clearinghouse for ESL Literacy Education) (SM)

ED 465 311 FL 801 520

McKinney, Julie; Kurtz-Rossi, Sabrina
Culture, Health and Literacy: A Guide to Health Education Materials for Adults with Limited English Literacy Skills.
SPONS. AGENCY- Metropolitan Life Foundation.
PUB DATE- 00
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - General (130)
DESCRIPTORS- Adult Literacy; *Cultural Awareness; *Health Education; *Health Personnel; Immigrants; Instructional Materials; Limited English Speaking; *Patient Education; *Physician Patient Relationship; *Teacher Student Relationship

This guide presents materials to improve understanding and communication between health care practitioners and patients or between teachers and learners. It contains descriptions of health education materials addressing issues of culture and low-literacy and has information written in languages other than English. It includes materials not found in the original publication, "Health and Literacy Compendium." The guide is divided into six sections: background information (books that give insight into sensitive communication with people from other cultures or ways to address health and culture in the classroom); fact books, readers, and stories (with specific health information in simple English or languages other than English); bibliographies and resource guides; curricula and workbooks to teach health topics to people who are just learning English or have limited literacy skills); videos and audiocassettes; and Web sites with information or lists of materials for people working with immigrants or adults with limited literacy skills. The alphabetical index lists materials in both English and other languages. (Adjunct ERIC Clearinghouse for ESL Literacy Education) (SM)

ED 465 312 HE 034 948

Lord, Joan M.
Student Readiness for College: Connecting State Policies. College Readiness Series.
PUB DATE- 02
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accountability; College Applicants; *College Preparation; Curriculum; Educational Assessment; Educational Facilities; *Educational Policy; *High School Students; High Schools; *Higher Education; School Personnel; *School Readiness; Standards

The College Readiness Policy Connections initiative is part of the effort by the Southern Regional Education Board (SREB) to spotlight student preparation for college and careers. The initiative examines the educational spectrum from early schooling to entry into college and focuses on the policies that are necessary to sustain students' academic achievement along the way. This report lays out a policy framework for states with particular attention to the needs of students and outcomes among graduate students of education. Participant were 49 degree- and certificate seeking graduate students who completed a survey before and after the tutorials. Regardless of the learning environment, all groups significantly improved their library skills learning outcomes, as indicated by scores on the measure of library skills. Exposure to prior library instruction does appear to offer a significant effect on both pretreatment and postreatment self-efficacy levels and postreatment skills test scores. Results also suggest that an electronic tutorial may produce the same cognitive outcomes as classroom-based library instruction. (SLD)

ED 465 332 HE 034 982

Powers, Joshua B.
Critical Resource Effects on America's Universities: What's behind the Growing Entrepreneurial Orientation?
PUB DATE- 02
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Entrepreneurship; *Expenditures; Federal Aid; *Financial Support; *Higher Education; Investment; Patents; *Research and Development; Research Universities; Resource Allocation; Small Businesses; State Aid
IDENTIFIERS- Licensing Programs

The purpose of this study was to investigate the effects of critical resource flows on technology transfer activity. The investigation focused on the impact on a university's licensing orientation of four sources of research and development (R&D) revenues: federal, state, industry, and institutional. By licensing orientation is meant the number of licenses with start-ups and small firms and licenses with large firms. The sample consisted of 104 doctoral extensive and intensive institutions for which information was available on each of the variables of interest. Data were collected from surveys and from the National Science Foundations annual reports on academic R&D. Federal R&D was a significant positive predictor of performance in both models. As was consistent with other research, federal R&D was predictive of university start-up activity. Federal dollars have declined as a share of R&D funding but many federal agencies are less likely to impose cost sharing requirements on grantees. Overall, universities seemed likely to devote institutional resources to potentially high-risk, but high-return, activities as opposed to working with large companies. Since institutional R&D is the fastest growing source of academic R&D and the one on which an institution can exercise the most control, it may be the best barometer of entrepreneurial orientation of any of the R&D funding areas. State R&D funding is more likely to be associated with large company licensing. The implications of these findings for higher education policy and practice are discussed. (Contains 52 references.) (SLD)

ED 465 333 HE 034 983

Snyder, Vivian; Hackett, Rachelle Kisst; Stewart, Mark; Smith, Douglas
Predicting Academic Performance and Retention of Private University Freshmen in Need of Developmental Education.

School District (AISD) middle schools and 28 seventh graders from the Texas Empowerment Academy charter school. More than half of these students come from low-income households, and many are considered at risk. This partnership of the AISD, higher education institutions, businesses, and community organizations focuses on support services designed to increase students achievement and prepare them to enroll in postsecondary institutions on graduation. GEAR UP has experienced some of the familiar successes and challenges of new programs. This first annual performance report provides information on the status of program implementation and serves as an assessment of the extent to which project objectives have been achieved. It also documents outcomes for cohort students. Evaluation findings are consistently positive for the program. Project participants indicated positive perceptions of the GEAR UP project. The project provided students with a reliable source of academic support, with approximately 1,700 students receiving tutoring and 400 attending GEAR UP summer camps. The guidance and counseling component has encouraged students to begin thinking and planning for college. The professional development component provided learning opportunities for teachers, 127 of whom completed Professional Development Academy courses. More than 900 parents attended campus Kick-Off conferences, and 1,098 parents completed a parent needs assessment. Project partners demonstrated their commitment to the project through the donation of their expertise and resources totaling $1,131,366. Recommendations are made for project continuation and improvement. Thirteen appendixes contain information about project participants and supporting organizations. (Contains 8 tables and 13 figures.) (SLD)

ED 465 354   HE 035 004

Templeton, Rosalyn Anstine; Skaggs, Jobie L.; Johnson, Celia E.
Examining Faculty's Perceptions of Student Advising To Improve Learning Environments.
PUB DATE- 02
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Advising; *College Faculty; College Students; *Faculty Workload; Higher Education; *Teacher Attitudes; Teacher Surveys; Time Management

Influenced by Carnegie Academy Campus Program conversations, faculty (n=71) advising responsibilities and attitudes were explored at a midsize, comprehensive, private university. As part of an effort to improve student learning, the primarily quantitative Student Advising Survey was used to establish advising patterns. The survey found that faculty spent an average of 36.71 hours each semester advising an average of 29.14 students. A significant number of students do not seek out advising from their assigned advisers, and the majority of respondents advised students not assigned to them. Faculty indicated advising primarily involved advising about courses, followed by career advising. Computer access to student registration records was the most helpful service, and referral to the career center was the resource used most frequently. Respondents rated their advising effectiveness as high, although slightly less than half of the faculty (42.7%) received training in advising and 46.7% thought that training

Legislation; *Public Policy
IDENTIFIERS- Congress 106th; House of Representatives; *Technology Role

The Subcommittee on Early Childhood, Youth and Families, Committee on Education and the Workforce, Washington, DC met in Washington, DC on March 8, 2000 to hear testimony on the role of technology in America's schools. Chairman of the Subcommittee Michael Castle presided. Contents include the opening statements of Chairman Michael Castle and of ranking member Dale Kildee and statements of: Carlene Ellis, Vice President for Education, Intel Corporation, Folsom, California; Tony Lee, Senior Director, Worldwide Markets, Apple Computer, Inc., Cupertino, California; Jason Bertsch, Deputy Director of Policy, Empower America, Washington, DC; David H. Winston, Senior Vice President, Fabrizio, McLaughlin & Associates, Alexandria, Virgina; and Jeffrey Chin, Computer Literacy Teacher, Elliott Alternative Education Center, Modesto, California, on behalf of the National Education Association. Appendixes include the written statements of Chairman Michael Castle, Ranking Member Dale Kildee, Carlene Ellis, Tony Lee, Jason Bertsch, and David H. Winston. (Includes a table of indexes.) (AEF)

ED 465 375   IR 021 497

Kasowitz-Scheer, Abby; Pasqualoni, Michael
Information Literacy Instruction in Higher Education: Trends and Issues. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 02
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- College Curriculum; Course Integrated Library Instruction; Critical Thinking; Higher Education; *Information Literacy; Information Sources; Information Technology; Instructional Design; Program Development; Training
IDENTIFIERS- ERIC Clearinghouse on Information and Technology; ERIC Digests

Students today face a daily explosion of information resources and the challenge of using these resources effectively and responsibly. Information literacy instruction (ILI) requires a shift in focus from teaching specific information resources to a set of critical thinking skills involving the use of information. ILI in an academic setting includes a variety of instructional approaches, such as course-related library instruction sessions, course-integrated projects, online tutorials, and stand-alone courses. Those running formal ILI programs consider curricular objectives, invoking combinations of instructional solutions over a period of time. This ERIC Digest examines characteristics of successful programs, presents specific examples of approaches currently being undertaken by academic libraries to support ILI, and addresses common challenges in developing and maintaining ILI programs. (Contains 28 references.) (AEF)

ED 465 376   IR 021 843

Spector, J. Michael; Edmonds, Gerald S.
Knowledge Management in Instructional Design. ERIC Digest.

meetings, and that they found the coursework offered them much more insight into online learning from the student perspective. In addition, the hybrid nature added to the overall "connectedness" of the courses--faculty became well acquainted with each other after 6 weeks. The paper concludes by recommending implementing another hybrid course for faculty at MSAC that focuses on the selection, creation, and design of a new online course. (EMH)

ED 465 395 JC 020 423

Kim, Soo Yeon
The Influences of Student and Institutional Characteristics on Two-Year College Student Attrition in Korea.
PUB DATE- 02
NOTE- 43p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Persistence; Community Colleges; *Dropouts; Foreign Countries; School Holding Power; Sex Differences; Socioeconomic Influences; Student Characteristics; *Two Year College Students; Two Year Colleges; *Withdrawal (Education)
IDENTIFIERS- *South Korea

This longitudinal study examined the drop-out rates of two-year college students in Korea and explored which characteristics influence student attrition. In 1996, a pilot study was undertaken in 18 schools, with a cohort of 1,865 students. This study involved questionnaires and in-depth interviews with 18 students. In 1998 and 1999, for the final study, another survey was distributed to 1,662 students with the same questions. Results indicated that: (1) four individual independent variables had significant effects on dropout-grades, mother's job, parents' financial contribution, and plans to transfer to another college; (2) there was a greater tendency to drop out among female students, which appeared to be influenced by reduced parental financial aid; (3) male students' educational aspirations exceeded those of females; (4) male students' dropout may be categorized as "positive attrition"-while temporarily out of college, it is assumed that male students are preparing to enter a four-year college; this is not so for female dropouts; (5) academic integration into the institution was a significant influence for females but not for males; and (6) most students perceived two-year colleges to be located at the bottom of the academic hierarchy, which contributed to their feeling of being second-class students. (Contains 59 references.) (EMH)

ED 465 396 JC 020 424

Kater, Sue; Levin, John S.
Shared Governance in Community Colleges in the Global Economy.
PUB DATE- 02
NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)

A Guide for Parents and Families about What Your 1st Grader Should Be Learning in School This Year. Don't Fail Your Children.
PUB DATE- 01
NOTE- 8p.; For related documents in the "Don't Fail Your Children" series, see PS 030 192-204.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- English; *Grade 1; Language Arts; Mathematics; *Outcomes of Education; Parent Materials; Primary Education; Resource Materials; Sciences; Social Studies; State Curriculum Guides; *State Standards; World Wide Web
IDENTIFIERS- *Curriculum Standards; *South Carolina

This guide shares information about the South Carolina Curriculum Standards with parents. The standards outline state requirements for children's learning, and what students across the state should be able to do in certain subjects. The guide lists seven key reasons for parents to be aware of the new curriculum standards, and then presents a condensed version of the standards for first grade in mathematics (numbers and operation, algebra, geometry, measurement, data analysis and probability), English/language arts (reading/literature, listening, speaking, writing, research), science (inquiry and process skills, life science, earth science, physical science, data analysis and probability), and social studies (history: time, continuity, and change; government/political science: power, authority, and governance; geography: people, places, and environments; economics: production, distribution, and consumption). Listed after the standards for each subject area are sample assessment questions for parents to complete with their children, selected book titles for additional reading, and Web site addresses for extended learning. (EV)

ED 465 415 PS 030 194

A Guide for Parents and Families about What Your 2nd Grader Should Be Learning in School This Year. Don't Fail Your Children.
PUB DATE- 01
NOTE- 8p.; For related documents in the "Don't Fail Your Children" series, see PS 030 192-204.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary School Curriculum; English; *Grade 2; Language Arts; Mathematics; *Outcomes of Education; Parent Materials; Primary Education; Resource Materials; Sciences; Social Studies; State Curriculum Guides; *State Standards; World Wide Web
IDENTIFIERS- *Curriculum Standards; *South Carolina

This guide shares information about the South Carolina Curriculum Standards with parents. The standards outline state requirements for children's learning, and what students across the state should be able to do in certain subjects. The guide lists seven key reasons for parents to be aware of the new curriculum standards, and then presents a condensed version of

IDENTIFIERS- Advocacy Planning

Based on the view that service-based agencies have enormous potential as advocates to influence public policy, this guide was developed to help service agencies become consistent, effective public policy advocates and agents for change. The guide draws on the advocacy work of service agencies nationwide to address the key concerns about getting involved in advocacy and suggests tips for structuring, staffing, and managing advocacy efforts. Following introductory remarks, the chapters are: (1) "Embracing Advocacy: Mission, Obligation, and Function in a Service-Based Agency"; (2) "Sustaining an Advocacy Focus: Incorporating Advocacy into the Agency's Vision and Work"; (3) "Preparing for Advocacy: Scope and Content of Advocacy"; (4) "Mobilizing the Advocacy Team: Board, Staff, Volunteers, and Consumers"; (5) "Crafting the Agenda: Achievable Goals, Measurable Progress"; (6) "Assessing the Environment: Context, Key Players, and Coalitions"; (7) "Knowing the Process: Understanding How Policy Evolves"; and (8) "Lessons Learned and Next Steps: Advice from the Advocates." Two appendices include answers to frequently asked questions about lobbying and list advocacy resources. (Contains 16 references.) (KB)

ED 465 434 PS 030 393

Robinson, Violet B., Ed.
Kindergarten Education: Theory, Research, and Practice, 2001-2002.
PUB DATE- 01
NOTE- 124p.; Published biannually. For the 2000 issues, see ED 455 022.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Autism; Cognitive Development; Cross Cultural Studies; *Educational Practices; Family School Relationship; Higher Education; Inclusive Schools; *Kindergarten; Kindergarten Children; Literacy Education; Parent School Relationship; Play; *Preschool Curriculum; Preschool Teachers; Primary Education; Teacher Student Relationship; Theories; Writing Instruction
IDENTIFIERS- Causal Reasoning; Play Learning

This document is comprised of the two issues of a biannually published journal featuring research studies, theoretical essays, and classroom practice articles about the development and education of kindergarten children as well as occasional articles concerning preschool and the early primary grades. The Spring/Summer 2001 issue contains the following articles: (1) "Supporting Diverse Voices in Young Children's Texts: Writing as a Space for Children To Play at Naughty and Nice" (Barbara Henderson); (2) "Lessons Learned: A Cross-Cultural Study of Teaching" (Ana M. Serrano); (3) "Last Class Notes" (Lilian G. Katz); and (4) "Shared Enactment: A Meaning-Oriented, Socially Interactive, Skill-Based Approach to Literacy" (Janet Wallace). The Fall/Winter 2001-2002 issue contains the following articles: (1) "Home as Partner: The Shared Connection" (Nancy Lee Cecil); (2) "The Thinking Child: An Interpretational Research Study" (Jackie L. Imbimbo); and (3) "What Do I Need To Know about Including a Young Child with Autism in My Kindergarten Class?" (Steven E. Daley and Maurine Ballard-Rosa). (KB)

ED 465 435 PS 030 394

Schwartzberg, Neala S., Ed.
Parent and Preschooler Newsletter: A Monthly Exploration of Early

served for various types of problems); (5) Environmental Health (including lead levels in drinking water and number of toxic waste sites); (6) Education (including enrollment in public schools, student ethnicity, attendance rates, homeless students, proficiency test scores, graduation rates, dropout reports, and post-graduation plans); and (7) Juvenile Justice (including number of juvenile arrests). The data indicate that the 1998 Newark infant mortality rate was double that of New Jersey. The number of Newark children receiving public assistance declined almost 47 percent and the number of children receiving food stamps declined about 37 percent from 1996 to 2000. There were increases in reported sexually transmitted disease cases from 1996 to 1999. Births to Newark women under age 15 declined almost 48 percent from 1996 to 1998. A glossary and information on data sources complete the report. (KB)

ED 465 453 PS 030 435

Bridges, Lisa J.; Margie, Nancy Geyelin; Zaff, Jonathan F.
Background for Community-Level Work on Emotional Well-Being in Adolescence: Reviewing the Literature on Contributing Factors.
SPONS. AGENCY- John S. and James L. Knight Foundation, Miami, FL.
PUB DATE- 01
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adolescent Development; *Adolescents; Coping; Definitions; Depression (Psychology); *Emotional Development; *Individual Differences; Interpersonal Competence; Intervention; Literature Reviews; Locus of Control; Personal Autonomy; Self Control; Self Esteem; Social Development; *Well Being
IDENTIFIERS- Emotional Regulation; Psychological Constructs

This paper reviews the research literature on factors contributing to adolescent emotional well-being, focusing on generalized mood/affective states, emotion regulation and coping, and feelings about self, including self-esteem, self-efficacy, and locus of control. Each construct is defined and evidence from research is presented to indicate the importance of the construct as an element of well-being in adolescence. The empirical literature exploring antecedents and correlates of emotional well-being is then summarized. Finally, the paper discusses implications for policies, programs, and interventions designed to promote adolescent well-being. The focus is on research pertaining to each layer of the adolescent's ecosystem (individual, parent and family, peers, school, neighborhood, and community), emphasizing longitudinal studies that examine predictors of emotional well-being but use multivariate analyses to take background characteristics into account, and emphasizing experimental or quasi-experimental evaluation studies of programs to promote emotional well-being. Studies that have been replicated with similar results across different populations and geographic regions are highlighted. The paper restricts discussion to studies incorporating outcomes during adolescence and studies using non-clinical populations only. The paper concludes by noting that there is consistency in individual differences in adolescent emotional well-being. Individual differences are associated with characteristics of adolescents' environments, parent and family characteristics, school characteristics, and neighborhood and community characteristics. Several of the studies present implications for programs and school reform efforts. There was

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - General (130)
DESCRIPTORS- Child Rearing; Elementary Secondary Education; Encyclopedias; *Family (Sociological Unit); Historical Interpretation; *Parent Child Relationship; Parents; Psychology; Public Policy; *Social Change; Social History; Sociology
IDENTIFIERS- Historical Influences; *Sociology of the Family

As the United States changes as a nation, so too, does the family. This two-volume encyclopedia takes an incisive, multidisciplinary look at the American family over the past 200 years, examining public policies, organizations and programs, health and social issues, the family constellation, researchers and theorists, and family customs and pastimes. Specific topics covered in the A-Z format include: AIDS and the family, theories of birth order, child custody, demography of the family, fatherhood, grandparents, home schooling, interracial families, juvenile justice, latchkey children, military families, neighborhoods, paternity suits, family reunions, stepparents, twins, and the White House Conferences on Children. (HTM)

ED 465 470 PS 030 469

Capizzano, Jeffrey; Adelman, Sarah; Stagner, Matthew
What Happens When the School Year Is Over? The Use and Costs of Child Care for School-Age Children during the Summer Months. Occasional Paper. Assessing the New Federalism: An Urban Program To Assess Changing Social Politics.
SPONS. AGENCY- John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Annie E. Casey Foundation, Baltimore, MD.; Kellogg Foundation, Battle Creek, MI.; Robert Wood Johnson Foundation, Princeton, NJ.; Kaiser Foundation, Oakland, CA.; Ford Foundation, New York, NY.; David and Lucile Packard Foundation, Los Altos, CA.; Mott (C.S.) Foundation, Flint, MI.; McKnight Foundation, Minneapolis, MN.; Commonwealth Fund, New York, NY.; Weingart Foundation, Los Angeles, CA.; Fund for New Jersey, East Orange.; Joyce Foundation, Chicago, IL.; Rockefeller Foundation, New York, NY.
PUB DATE- 02
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Advantaged; Child Care; Child Caregivers; *Children; Economically Disadvantaged; Elementary Education; *Employed Parents; Latchkey Children; Low Income; *Summer Programs
IDENTIFIERS- *Child Care Costs; *Summer

This study examined child care patterns during the summer months among 6- to 12-year-old children with employed parents or primary caretakers. Using interview data from the 1999 National Survey of Americas Families, the study analyzed two key aspects of summer child care: the types of arrangements for school-age children and the amount families with school-age children spend on child care. The study divided child care arrangements into three categories: supervised arrangements, self-care, and parent/other (e.g., parents working at home, or use of lessons, clubs or other activities not usually thought of as childcare). Data showed both the percentage of families using each kind of care and the time spent in child care. Arrangements were considered for children ages 6 to 9 and 10 to 12. Data on arrangements and costs were also disaggregated by family income. The study found that nearly three-quarters of all school-age children with employed primary caretakers are in notes, grant opportunities, new resources from AEL, descriptions of publications of interest, and announcements of trainings and other professional development events. (SV)

ED 465 488   RC 023 553

Durbin, Paula, Ed.
Building Democracy from the Grassroots. Inter-American Foundation: 2001 in Review, October 1, 2000 to September 30, 2001.
PUB DATE- 01
NOTE- 57p.; Photographs may not reproduce adequately. For 2000 review, see ED 458 066.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Farmer Education; American Indian Education; Annual Reports; *Community Development; Cooperative Programs; Democracy; *Economic Development; Foreign Countries; *Grants; Indigenous Populations; *Nongovernmental Organizations; Program Descriptions; Rural Development; Technical Assistance; Training; Vocational Education; Womens Education
IDENTIFIERS- Caribbean; *Inter American Foundation; International Aid; *Latin America

The Inter-American Foundation (IAF), an independent agency of the U.S. government, funds innovative, participatory, and sustainable self-help development projects proposed and managed by grassroots groups and supportive organizations in Latin America and the Caribbean. IAF also encourages partnerships among community organizations, businesses, and local governments, directed at improving the quality of life for poor people and strengthening democratic processes. This annual report for 2001 describes IAF's grantmaking, evaluation, and dissemination activities and the July 16th forum "Building Democracy from the Grassroots," organized by IAF and a unit of the Organization for American States. The forum brought together policy makers and development practitioners to discuss the proposition that a democracy must be built from the bottom up. In 2001, IAF awarded 43 new grants and 27 supplemental grants in 15 countries, totalling about $13.9 million. Funding was distributed among five program areas: enterprise development and management, agriculture and food production, education and training, community services, and ecodevelopment. Many projects involved indigenous communities or focused on women's education and self-employment. Educational activities included entrepreneurship training, community-based literacy education and life-skills training, training in business and marketing, electrification and facilities improvement in rural schools, community leadership training, and agricultural and vocational education for adults and youth. (SV)

ED 465 489   RC 023 583

Freidline, Mark, Ed.; Phipps, Maurice, Ed.; Moore, Tim, Ed.; Versteeg, Julie, Ed.
Proceedings of the Annual International Conference on Outdoor Recreation and Education (ICORE) (14th, Oxford, Ohio, November 7-12, 2000).
PUB DATE- 00
NOTE- 145p.; For selected individual papers, see RC 023 584-587. Printing sponsored by "Backpacker: The Magazine of Wilderness Travel."
LANGUAGE- English

travel experience. Fifth, interactions with locals had a strong impression, even if very brief. Interview protocols are appended. (Contains 43 references.) (YLB)

ED 465 023 CE 083 242

Groff, Warren H.
Career Development through Knowledge Management (KM): Be a Chief Information Officer (CIO) for Your Digital Dividend Destiny.
PUB DATE- 01
NOTE- 9p.; Paper presented at the Annual Programs for Higher Education Summer Institute (29th, Fort Lauderdale, FL, July 22-28, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Biotechnology; *Business Education; *Career Development; *Career Education; Career Planning; Developing Nations; Emerging Occupations; Foreign Countries; Goal Orientation; Higher Education; Information Management; *Information Skills; *Information Technology; Information Utilization; International Trade; Scientific and Technical Information
IDENTIFIERS- Africa; Canada; Chief Information Officers; *Electronic Commerce; *Knowledge Management

Career development for the next wave of competent leaders and technically trained workers during e-globalization is one of the most difficult challenges advanced nations face. Career development programs that begin in elementary education and have e-paradigms as a logical choice as the preferred scenario are needed by e-commerce in all its variations, health informatics and medical informatics, and an array of new careers in biotechnology, the Human Genome Project, and other fields. Knowledge managers and chief information officers are critical to viability in the private sector and equally essential at all levels of education in this communications revolution. These four steps are involved in being a chief information officer for digital dividends: (1) analyze the four initial questions (What are your personal career development interests and strengths? What awareness do you have about changes of business, engineering, education, or healthcare? What understandings are critical for these careers? and What cognitive, financial, and other outcomes do you hope to achieve from your activities?) and vision for your career; (2) critique progress you are making against that ideal; (3) know what knowledge management action plan you will create during the Summer Institute to realize a satisfactory return on investment; and (4) apply knowledge management concepts to your career development so you will experience part of the role of a chief information officer. (Attachments include information on how to access newsletters and bulletin board pages and a list of topics in strategic thinking newsletters/Web sites.) (YLB)

ED 465 024 CE 083 243

Groff, Warren H.
Career Exploration through Specialization with Concentrations in Business Plus Focus on Knowledge Management (KM) and Implications for Education: Secondary-Postsecondary Levels, 2001-2002.
PUB DATE- 01

Schuller, Tom; Bynner, John; Green, Andy; Blackwell, Louisa; Hammond, Cathie; Preston, John; Gough, Martin
Modelling and Measuring the Wider Benefits of Learning: A Synthesis. The Wider Benefits of Learning Papers.
SPONS. AGENCY- Department for Education and Skills, London (England).
PUB DATE- 01
NOTE- 84p.; Joint initiative between Institute of Education and Birkback College, University of London.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Education; Adult Learning; Aging (Individuals); Children; Citizen Participation; Citizenship; Crime; Definitions; *Educational Benefits; *Educational Research; Family Life; Family School Relationship; Foreign Countries; Health; Learning Processes; *Lifelong Learning; Literature Reviews; *Measurement Techniques; *Models; Parents; Postsecondary Education; *Research Methodology; Research Needs; Role of Education; Social Development; Synthesis; Values
IDENTIFIERS- *England

This document attempts to lay the groundwork for modeling and measuring the “wider benefits” of learning. The introduction distinguishes between two categories of “wider benefits” of learning. The first category is noneconomic benefits (benefits that are not measured directly in terms of additional income or increased productivity), and the second is benefits above the level of the individual (from family/household through community to the wider society). Part A examines the following topics: (1) available data sources (including longitudinal and cross-sectional survey datasets, case studies, experiments, and quasi-experiments); (2) functions of models (description, explanation, prediction, evaluation, heurism); (3) methodological issues (validity versus precision; scope; association/correlation/causality; data sources and practitioner research; pragmatism versus optimism; and “perverse” effects); and (4) literature reviews on issues and themes. Part B presents reviews discussing the literature pertaining to the following domains: health; aging; families; crime; and citizenship. Part C, which is devoted to the implications of Parts A and B for future work, considers methodological and theoretical issues and offers a framework for the research agenda. Summaries of the following projects constituting the initial research program are appended: “Learning and Social Cohesion: Civic Participation and Values”; “Managing Transitions: Learning and Adaptation among Parents with Young Children”; and “Family Learning.” (Contains 254 references.) (MN)

ED 465 041 CE 083 271

Plewis, Ian; Preston, John
Evaluating the Benefits of Lifelong Learning: A Framework. The Wider Benefits of Learning Papers.
SPONS. AGENCY- Department for Education and Skills, London (England).
PUB DATE- 01
NOTE- 96p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project

Food Service; Glossaries; Guidelines; Hospitality Occupations; Housing; Job Skills; Labor Force Development; Meetings; Occupational Clusters; *Performance Based Assessment; Program Evaluation; Program Guides; Public Relations; Secondary Education; *State Standards; Statewide Planning; Student Certification; Two Year Colleges
IDENTIFIERS- *Illinois; Planners

This document, which is intended as a guide for workforce preparation program providers, details the Illinois occupational skill standards for programs preparing students for employment in the meeting professional occupational cluster. It begins with a brief overview of the Illinois perspective on occupational skill standards and credentialing, the process used to develop the skill standards, assumptions underlying the standards, and performance skill levels. Presented next are skill standards for 69 tasks related to the following aspects of planning and organizing meetings: program planning; meeting evaluation and reporting; financial management; site and facility selection; housing and reservations; transportation; registration and information services; shipping procedures; meeting and function rooms; exhibits; food and beverages; audiovisuals and teleconferencing; promotion and publicity; and preconvention briefings. Each skill standard statement contains the following components: (1) the actual skill standard (including the conditions of performance, work to be performed, and performance criteria); (2) performance elements; and (3) performance assessment criteria. Appended are the following: a glossary; lists of Illinois Occupational Skill Standards and Credentialing Council, Hospitality Subcouncil, and Meeting Professional Cluster Standards Development Committee members; and a list of necessary workplace skills. (MN)

ED 465 058 CE 083 301

Koehoorn, Mieke; Lowe, Graham S.; Rondeau, Kent V.; Schellenberg, Grant; Wagar, Terry H.
Creating High-Quality Health Care Workplaces. A Background Paper for Canadian Policy Research Networks' National Roundtable (Ottawa, Ontario, Canada, October 29, 2001). CPRN Work Network Discussion Paper.
SPONS. AGENCY- Ministry of Health, Ottawa (Ontario).
PUB DATE- 02
NOTE- 38p.; Also funded by the Canadian Health Services Research Foundation and the Change Foundation. Cover page title varies.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Change Strategies; Cooperative Planning; Educational Research; *Employer Employee Relationship; *Employment Practices; Foreign Countries; *Health Services; Human Resources; *Job Development; Labor Force Development; Literature Reviews; Models; *Organizational Change; Organizational Climate; Organizational Effectiveness; Professional Associations; Quality of Working Life; Social Science Research; Strategic Planning; Synthesis; Systems Approach; Unions; *Work Environment
IDENTIFIERS- *Canada

Insights from a variety of research streams were synthesized to identify the key ingredients of a high-quality work environment in Canada's health care sector and ways of achieving high-quality workplaces in the sector. The following sets of interacting factors were considered: (1) the work environment sometimes conflicting definitions of family literacy and finds that a common thread is strengthening intergenerational literacy and preparing parents and caregivers for their role as children's first teachers. It discusses policy and funding issues at federal and state levels and addresses these three issues critical to family literacy program success: staff quality, curricular assumptions and instructional practices, and collaboration within and outside programs. Section 2 describes kinds of assessment models used for participants and programs and discusses these outcomes documented in research: increased adult academic, social, and job skills and employment possibilities; higher enrollment in early childhood education; gains in school readiness; parents as positive role models for doing academic work and persisting in the face of difficulties; children's increased interest in literacy activities; improved home literacy environments; and closer family relationships. Section 3 summarizes the findings by describing a prototype of a successful family literacy program and highlighting areas needing additional research. Appendixes include a research matrix with purpose, scope, and design of 35 studies; an annotated list of 21 family literacy websites; and a map of Even Start programs. (Contains 58 references.) (YLB)

ED 465 075 CE 083 327

Roberson, Donald N., Jr.
School of Travel: An Exploration of the Convergence of Andragogy and Travel.
PUB DATE- 02
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Active Learning; *Adult Education; *Adult Learning; Adult Students; *Andragogy; *Experiential Learning; Learning Strategies; Leisure Time; Tourism; *Travel
IDENTIFIERS- Knowles (Malcolm S)

Travel can incorporate issues of adult education; in fact, andragogy can provide the impetus for education in a new school of travel. Knowles' andragogical model (1984) is comprised of these five tenets: the learner is self-directing and in charge; the learner's background and individual experiences are taken into consideration; a readiness and internal motivation to learn is assumed; the adult learner is life-centered and task-centered; and adults learn within the context of work, family, and community. Andragogy seems more appropriate to learning in travel than the typical pedagogy represented in mass tourism. The literature indicates an increase in leisure time and of participation in travel, especially in educational travel. Research indicates that interaction with locals, preparation for the trip, having expert study guides, self-directed planning, length of stay, journaling, and discussion have the potential to foster education and meaningful travel. These nicely coincide with the philosophy of andragogy, especially mutual planning, an environment for participative learning, and discussing and chronicling one's experiences. (Contains 16 references) (YLB)

ED 465 076 CE 083 332

Bloom, Dan; Scrivener, Susan; Michalopoulos, Charles; Morris, Pamela; Hendra, Richard; Adams-Ciardullo, Diana; Walter, Johanna
Jobs First: Final Report on Connecticut's Welfare Reform Initiative.

purpose of career and technical studies; and offering high-quality structured worksite learning. (Contains 40 tables/figures.) (MN)

ED 465 092　　　　CE 083 372

Carnevale, Anthony P.; Desrochers, Donna M.
The Missing Middle: Aligning Education and the Knowledge Economy.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 02
NOTE- 22p.; Paper commissioned for "Preparing America's Future: The High School Symposium" (Washington, DC, April 4, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Education; Access to Education; *Adjustment (to Environment); Articulation (Education); Cognitive Style; College Bound Students; Demand Occupations; *Economic Change; *Education Work Relationship; Educational Change; *Educational Environment; Educational Needs; Educational Objectives; Educational Policy; Elementary Secondary Education; Emerging Occupations; Employment Projections; Employment Qualifications; Equal Education; Human Capital; Integrated Curriculum; Labor Force Development; Labor Needs; Literature Reviews; Needs Assessment; Noncollege Bound Students; Policy Formation; Postsecondary Education; Trend Analysis; *Vocational Education
IDENTIFIERS- *Information Economy

The growing importance of education in overall economic growth and individual opportunity has necessitated that education reformers address the need for the additional and better human capital needed to foster overall growth in the new knowledge-based economy. Education reformers must also work to reduce the growing differences in family incomes by closing the gap between the nation's education-haves and education-have-nots. Addressing these challenges requires strengthening the relationship between education and work requirements and focusing more strongly on the years when academic and applied learning overlap between the completion of basic academic preparation and the completion of occupational or professional training. Although jobs requiring an associate degree are expected to grow the fastest, a sizable number of jobs will still be available for less-skilled workers. The shift in the U.S. economy's structure to a knowledge-based economy has increased the need for workers with reasoning, problem-solving, and behavioral skills; a positive cognitive style; and specific occupational and professional competencies. Although policy goals are well defined in elementary and higher education, the middle sections in the K-16 education pipeline needs revision to provide the appropriate mix of academic and applied curricula for the transition years from high school to college or high school to training and work. (Contains 83 references.) (MN)

ED 465 093　　　　CE 083 374

Gray, Kenneth
The Role of Career and Technical Education in the American High School: A Student Centered Analysis.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 02

education (FE) colleges; input from selected college student services managers; and case studies of supports at five FE colleges. The following types of support were compared: (1) support with direct costs through fee remission; (2) support with indirect costs; (3) support for living costs; and (4) support through student welfare services. Although not all institutions reported higher retention rates among learners receiving funds, they nevertheless regarded supports as having a positive impact. Four systems for evaluating the impact of support and the following areas of good practice were discussed: regular monitoring of students' progress and attendance; sufficient guidance about available supports and counseling support; and an ethos of commitment to individual support. The following items are appended: the case studies; early findings from the Education Maintenance Allowance pilots; and a summary of research on 16-19 learner support arrangements. (Contains 11 references.) (MN)

ED 465 109 CE 083 447

Markowitsch, Jorg; Kollinger, Iris; Warmerdam, John; Moerel, Hans; Konrad, John; Burell, Catherine; Guile, David
Competence and Human Resource Development in Multinational Companies in Three European Union Member States: A Comparative Analysis between Austria, the Netherlands and the United Kingdom. CEDEFOP Panorama Series.
PUB DATE- 02
NOTE- 88p.; Project manager was Burkart Sellin.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Business Administration; Case Studies; Comparative Education; *Competence; Developed Nations; *Educational Needs; Employer Attitudes; Employment Patterns; *Employment Qualifications; Foreign Countries; Futures (of Society); Human Resources; *Labor Force Development; On the Job Training; *Organizational Development; Personnel Management; Postsecondary Education; Quality of Working Life; Recruitment; Staff Development
IDENTIFIERS- Austria; European Union; *Multinational Corporations; Netherlands; *Organizational Culture; United Kingdom

A comparative analysis of human resources development and management in the subsidiaries of three multinational companies (Xerox, Glaxo Wellcome, and AXA Nordstern Colonia) was conducted in these three European Union (EU) member states: Austria, the United Kingdom, and the Netherlands. Case studies were used, focusing on competence needs and qualifications in multinational companies and on the actions necessary to meet those needs (for example, competence development, recruitment, and human resource development strategies, and continuing in-company and inter-company training strategies). The study found that even within multinational companies in Europe, little agreement about working cultures exists, and that uncertainty regarding the ordering of priorities remains, despite the prevailing and even increasing consensus on the basic need to invest more and better in employees and their training. The exact form this investment should take, and when, where, and how it should be implemented, are still unanswered questions, although the topic of staff development has acquired much greater importance for management in recent years. (Contains 62 references.) (KC) and democratic participation. These four elements of the dialogic approach present in the literary circle were focused upon to explain the whole process of learning and transformation: intersubjective dialogue, universal learning capacity, recreation of the lifeworld, and transformation. The ethnographic study in two literary circles in two adult learning centers uncovered how participants construct meaning from their learning experience in the literary circle. It intended to capture the essence of the literary circle--how participants made meaning of their involvement with the classic literature and shared experience of the circle. Data were collected through participant observation, interviews, focus groups, and Federation of Participants' Associations documents. The main finding was a new understanding of the reading event, dialogic reading. These four dimensions that take place in the dialogic reading process were identified: collective interpretation, communicative reading comprehension, critical reading, and transformation. (Contains 27 references.) (YLB)

ED 465 127   CE 083 494

Boyd, Aimee M.; Jackson, Melinda L.
The EnterTech Integrated Learning Environment: Simulating Entry-Level Job Skills in a Virtual Company.
SPONS. AGENCY- Texas Governor's Office, Austin.
PUB DATE- 02
NOTE- 39p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002). Texas Workforce Commission provided grant oversight.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Computer Assisted Instruction; Computer Simulation; Curriculum Development; Employer Attitudes; *Employment Potential; Employment Programs; Entry Workers; Instructional Design; Integrated Activities; *Integrated Learning Systems; Job Skills; *Job Training; Needs Assessment; Participant Satisfaction; Program Development; *Skill Development; Student Attitudes; Technical Occupations; *Technological Advancement; Unskilled Workers; Vocational Education
IDENTIFIERS- Texas

The EnterTech Project was a collaboration of over 80 coalition members (employers, educators, community-based organizations, government entities) whose purpose was to develop a training program to prepare unskilled workers for employment opportunities in Texas high-tech industries. Development of the EnterTech curriculum and instructional design centered on incorporating guidelines from the targeted learners' needs assessment into an integrated learning environment (ILE), or blended learning, that used simulation-based training and other instructional strategies to construct a comprehensive employability skills training program. ILE components were computer-based training, instructor's role, group-based projects, print material, and skills transcript and work portfolio. A study addressed issues pertaining to EnterTech ILE. Participants were learners who attended EnterTech classes from March 2000 to November 2001. Data were collected by online surveys, instructor evaluations of learner performance, and computer-embedded tracking. Findings indicated learners' expectations were met at end of training; at least 93 percent of learners were able to correctly perform tasks without role as active citizens. Paralleling the goals of schools, youth courts strive to provide participants with the knowledge, skills, and attitudes to be positive and active contributors to our society. (Contains 26 references and 3 tables.) (GCP)

ED 465 149 CG 031 788

Malofeeva, Elena V.; Ciancio, Dennis; Day, Jeanne D.
Development of Emergent Math and Literacy Skills.
PUB DATE- 01
NOTE- 11p.; Paper presented at the Annual Meeting of the American Psychological Association (109th, San Francisco, CA, August 24-28, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Emergent Literacy; *Environmental Influences; *Learning Processes; *Mathematics Skills; Predictor Variables; *Preschool Education; Skill Development

The purpose of the present study was to determine whether individual differences in children's learning of emergent mathematics and literacy skills existed, and, if they did exist, whether they could be predicted from different child/environment characteristics. Eighty-one three- to five-year-old children took pretests, received training at four different times during the academic year, and four posttests (one after each training) in this longitudinal study. Researchers were able to identify three different types of learning curves for the emergent literacy (i.e., blending, letter-identification) and math skills (i.e., counting and number identification) in the sample: no change, slow, and rapid change. Prior level of experience and general intelligence (but not age) were two reliable predictors of children's individual growth curves. (Contains 10 references.) (Author)

ED 465 150 CG 031 789

Manlove, Jennifer; Terr-Humen, Elizabeth; Papillo, Angela Romano; Franzetta, Kerry; Williams, Stephanie; Ryan, Suzanne
Preventing Teenage Pregnancy, Childbearing, and Sexually Transmitted Diseases: What the Research Shows. American Teens. Child Trends Research Brief.
SPONS. AGENCY- John S. and James L. Knight Foundation, Miami, FL.
PUB DATE- 02
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Adolescents; *Early Parenthood; Health Behavior; *Health Education; Prevention; Program Effectiveness; Reproduction (Biology); *Sex Education; *Sexually Transmitted Diseases

This brief presents a review of more than 150 research studies on adolescent reproductive health to identify the factors that contribute to improving adolescent reproductive health. These and other findings are highlighted from the vantage point of adolescents as individuals and within the context of their families, peers, partners, schools, and communities. In addition, a What Works table that identifies specific programs and approaches that have been found successful in improving positive reproductive health behaviors is presented.

DESCRIPTORS- Adult Education; Andragogy; *Audience Awareness; Cognitive Style; *Communication Skills; *Faculty Development; *Learning Experience; Peer Evaluation; *Peer Groups
IDENTIFIERS- *Oral Presentations

Peer presentations are a common way of sharing experience and expertise. But while most teachers are comfortable and confident in a classroom environment, the task of presenting to their peers may be formidable, and one for which they are ill prepared. Giving a peer presentation can help a teacher build his/her professional reputation, develop skills in adult education, and even increase prospects for career advancement. This PEN digest provides practical guidance aimed at supporting teachers and others who have the task of presenting to an adult audience. The digest first highlights four ideas to help a presenter cater to an adult audience: (1) encourage autonomy; (2) encourage sharing of ideas and experiences; (3) encourage participation; and (4) support application. It also provides a table which considers the three main ways people receive information--visual, auditory, and kinesthetic. The main part of the digest focuses on planning and designing a presentation for adults and gives specific tips on running a presentation. (NKA)

ED 465 170 CS 510 991

Kalantzis, Mary; Cope, Bill; Fehring, Heather
PEN: Multiliteracies: Teaching and Learning in the New Communications Environment.
PUB DATE- 02
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; Foreign Countries; *Learning Experience; *Mass Media; Middle Schools; *Outcomes of Education; *Popular Music; *Technological Advancement; Technology Integration; Units of Study
IDENTIFIERS- Learning Environments; *Multiliteracies

Today's society is marked by the effects of globalization and an ever-increasing diversity of culture and language. Adding to the pace of change are the proliferating multimedia and information technologies. These phenomena are shaping the way in which meaning is created and exchanged, and they are generating a dynamic plurality of texts. The "multiliteracies" idea addresses some of the major dimensions of these changes in the contemporary communications environment. But what is meant by multiliteracies and how is it taught? This PEN digest provides a straightforward explanation of the term and the teaching practices that go with it, supported by two unit outlines from intermediate grade classrooms--one unit is on multimedia communication, and the other unit is on popular music. (NKA)

ED 465 171 CS 510 992

Building Literacy-Focused, High-Performing Learning Communities.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 02
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

data indicated an increase in student achievement. Improvement was shown in all areas of content and mechanics. In addition, attitude data showed an increase in the understanding of the revising and editing phases of the writing process. After the four-month study, students showed growth in understanding the process of writing, and spent more time on the revising and editing phases. This increased time resulted in overall improvement of their written work. (Contains 32 references and 21 figures. Three appendixes contain the following: the teacher and student surveys; Narrative Writing Rubric; Mechanics Writing Rubric; the baseline writing prompt and post writing prompt; lesson plans; a peer editing guide; and a conferencing checklist.) (PM)

ED 465 190 CS 511 214

Chase-Lockwood, Rebekah; Masino, Misty
Improving Student Spelling Skills through the Use of Effective Teaching Strategies.
PUB DATE- 02
NOTE- 82p.; Master of Arts Action Research Project, Saint Xavier University and SkyLight Professional Development Field-Based Master's Program.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Action Research; *Classroom Techniques; Grade 5; *Instructional Effectiveness; Intermediate Grades; *Learning Strategies; *Spelling; *Spelling Instruction; Teacher Surveys
IDENTIFIERS- Spelling Errors; *Test of Written Spelling; Word Banks; Word Sorts

This report describes a program for improving students' spelling skills through the use of effective teaching strategies. Because the literature review of solutions named these categories: using various instructional strategies, moving away from simple memorization, and supporting students with freedom to take risks in spelling, these researchers focused on the solution of using various instructional strategies, specifically using the instructional strategies of breaking words up into parts, morning messages, personal dictionaries, word banks, word sorts, and word walls. The problem of applying spelling skills to daily written work was documented through the use of assessments that indicate spelling errors in spelling tests and written work, and a teacher survey of instructional strategies in spelling not aligned with best practices in spelling. After receiving feedback from the teachers from this survey, a spelling test was given to all the fifth grade classes. Two fifth grade classes were taught instructional teaching strategy interventions while a third classroom received no intervention. At the end of this period a spelling test and written prompt, both identical to those given the first week of school, were given to the students. Post intervention data indicated an increase in student spelling skills due to the use of effective teaching strategies. (Contains 25 references, 8 figures, and a table. Three appendixes contain the following: the parent consent form; a list of high frequency words; the teacher survey; a progress chart; lesson plans; a writing prompt; and a blank Spelling Dictionary.) (PM)

ED 465 191 CS 511 219

Torres-Rico, Elsie
SFA: A School's Experience.

concerned in each country, defines the different levels of authority and resource categories, and presents statistical indicators. A comparative study follows containing six thematic chapters: (1) "The Right to Education and Freedom in Education"; (2) "The Division of Responsibilities, Autonomy of Local Authorities and Schools"; (3) "Determining the Amount of Resources Awarded to Schools"; (4) "Additional Funding for Schools with Pupils Comprising Special Target Populations"; (5) "Non-Public Resources and Loans"; and (6) "Education and Market Competition." A glossary and definitions of statistical tools are included before the introduction. Tables at the end of the book summarize the reforms that have been implemented for each country, together with information on the context in which they occurred and the aims they pursued. Appended are lists of EURYDICE network members, national experts, and EUROSTAT contact points. (RT)

ED 465 211 EA 031 691

Goertz, Margaret E.
The Federal Role in Defining "Adequate Yearly Progress": The Flexibility/Accountability Trade-Off.
SPONS. AGENCY- National Inst. on Educational Governance, Finance, Policymaking, and Management (ED/OERI), Washington, DC.
PUB DATE- 01
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Accountability; Elementary Secondary Education; Federal Government; *Federal Legislation; Federal Regulation; *Government Role; Program Effectiveness; Program Evaluation

Bills passed by the U.S. House of Representatives and the U.S. Senate in spring 2001 to reauthorize the Elementary and Secondary Education Act (ESEA) reinforce and strengthen the education accountability provisions contained in the Improving America's Schools Act (IASA) of 1994. This paper evaluates the accountability provisions in this legislation against the goals of equity, feasibility, flexibility, and focus. The research for this work is based on state accountability systems and hypothetical examples that illustrate the operation of the legislative provisions. Research questions considered include whether the proposed system of provisions is equitable, feasible, flexible, and focused. Recommendations include: state accountability systems should set improvement goals that ensure that all students meet their state's proficient level of achievement within an appropriate timeframe; adequate yearly progress (AYP) definitions should ensure continuous progress, yet be flexible; the AYP should focus on closing the achievement gap; accountability timelines should create incentives to improve practice, yet ensure that schools have sufficient time and resources to make lasting changes; and schools and school districts should have sufficient resources to help all students reach their state's standards. (Contains 13 references.) (RT)

ED 465 212 EA 031 692

Principals and After-School Programs: A Survey of PreK-8 Principals.
SPONS. AGENCY- National Association of Elementary School Principals, Alexandria, VA.
PUB DATE- 01
NOTE- 113p.; Survey designed and conducted by Belden Russonello &

sections of the guide focus on the following aspects: (1) an introduction to the defining elements of the approach; (2) developing inclusive philosophy, policies, structures, and practices; (3) capacity building; (4) approaching change systemically; (5) linking change to policy; (6) using general education as a context; and (7) pitfalls and difficult situations. A summarizing table lists the strategies and challenges addressed across key areas of the large-scale change framework. (DB)

ED 465 232 EC 308 987

Strieker, Toni; Salisbury, Christine; Roach, Virginia
Determining Policy Support for Inclusive Schools.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 01
NOTE- 73p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Accountability; Curriculum; *Disabilities; Educational Assessment; Educational Finance; *Educational Policy; Elementary Secondary Education; *Inclusive Schools; *Policy Analysis; Professional Development; Research Utilization; School Administration; Theory Practice Relationship

This document was designed to help teams of policymakers, practitioners, and advocates implement inclusive practices in state and local school systems. It is based on a policy evaluation framework with guiding questions to be used to assess the extent to which state and local systems are inclusive in six key areas: (1) curriculum; (2) assessment; (3) accountability; (4) professional development; (5) funding; and (6) governance and administrative strategies. The framework provides a description of key dimensions of inclusion policy, as well as a set of indicators of inclusion policy. The framework was used over a 5-year period in 3 states to promote systemic change and inclusive practices. Following an introductory section providing background information and suggestions for using the guide, the guide addresses each of the six policy areas. Each of these sections includes a summary of the current research in the area, a list of indicators to assist in helping to identify policy barriers to inclusive practices, gaps among policy and practice and/or levels of communication between the state and local districts. (Individual sections contain references.) (DB)

ED 465 233 EC 308 988

Salisbury, Christine; Roach, Virginia; Strieker, Toni; McGregor, Gail
Consortium on Inclusive Schooling Practices. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 02
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Change Strategies; *Disabilities; Educational Change; *Educational Policy; Elementary Secondary Education;

Hillsborough County were arrested each year, on average. In surrounding counties, the arrest rates varied from more than one-fifth for 14-16 year-old boys to more than one-fourth for 17-19 year-old boys. Arrest rates for girls were lower, but still quite high. In Hillsborough County, 19% of 14-16 year-old girls and 11% of 17-19 year-old girls were arrested each year on average. In the surrounding counties, almost one in ten girls in both age groups were arrested each year on average. When arrest rates for the year before treatment were compared to arrest rates for the year after treatment for boys, the results were not encouraging. For both groups in both regions, arrest rates during the year after treatment were significantly higher than arrest rates prior to treatment. (Contains 14 references.) (CR)

ED 465 251 EC 309 007

Kutash, Krista; Duchnowski, Albert J.; Kip, Stephanie; Oliveira, Brian; Greeson, Michael; Harris, Kay; Sheffield, Susan
School Reform Efforts for Children with Emotional Disturbances and Their Families.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 01
NOTE- 6p.; In: A System of Care for Children's Mental Health: Expanding the Research Base. Proceedings of the Annual Research Conference (14th, Tampa, FL, February 25-28, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Behavior Disorders; *Educational Change; Educational Environment; Elementary Secondary Education; *Emotional Disturbances; Family Involvement; *Family School Relationship; Inclusive Schools; Outcomes of Education; Parent Teacher Cooperation; Partnerships in Education; *School Restructuring

This report discusses four studies that investigated the effects of school reform on outcomes for children with emotional and behavioral disabilities. The studies included evaluations of the reform and restructuring activities of schools and school districts and assessment of student outcomes and use of metal health services. One study involved 115 students in special education attending 1 of 10 rural and urban schools. Two-year follow-up data revealed statistically significant improvement in reading achievement over time, though the majority of students was still performing below expected grade levels. In another study, 23 special education students attending a school implementing a cooperative approach involving teachers, parents, and community members working together to improve outcomes for students with emotional and behavioral disabilities were compared to 24 special education students at another school. Results found fewer of the students who left the partnership school were referred to more restrictive settings than were students who left the comparison school. Although no differences in emotional functioning were found between students who left the partnership school and those students who stayed, students who left the comparison school had more problems with emotional functioning than did students who remained. The two additional studies are described. (CR)

ED 465 252 EC 309 008

Friedman, Karen A.; Friedman, Philip; Leone, Peter

PUB DATE- 00
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Audiolingual Methods; Communicative Competence (Languages); Educational Research; Elementary Secondary Education; *English (Second Language); Foreign Countries; Grammar Translation Method; Higher Education; *Language Proficiency; Process Approach (Writing); Second Language Instruction; Teaching Methods; Whole Language Approach; *Writing Skills
IDENTIFIERS- Taiwan

English-as-a-Second-Language (ESL) student writers are often labeled as having poor language proficiency skills, poor writing skills, and poor organizational skills. These labels can negatively affect teachers and students. They have become yardsticks for guiding teachers' instruction and measuring students' performance. Often, ESL writing teachers and researchers accept these labels without question, reflecting a lack of understanding about the characteristics of writing. These labels are the product of judging ESL writing by one measure only. This paper reveals a different identity for ESL student writers, looking at student English proficiency and student writing skills separately. It examines three curriculum designs (the grammar-translation method, audiolingual approach, and communicative approach), then it discusses the process oriented approach (also called the integrated or whole language approach), which treats all language activities holistically. This approach is rooted in cognitive psychology. By focusing on the process of writing rather than the product, ESL teachers and researchers can better understand their students' needs. (Contains 28 references.) (SM)

ED 465 272 FL 027 291

Lin, Antonia Hsiu-Chen; Sher, Teresa Hsiang-Jen
Readers Response Approach to English Poetry Teaching.
PUB DATE- 00
NOTE- 13p.; Paper presented at the Annual International Symposium on English Teaching (9th, Taipei, Taiwan, November 10-12, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Uses in Education; *English (Second Language); Foreign Countries; Higher Education; Literature Appreciation; *Multimedia Instruction; *Poetry; *Reader Response; Second Language Instruction; Second Language Learning; Teaching Methods
IDENTIFIERS- Taiwan

This paper describes an elective course at Taiwan's Wen Tzao Ursuline College of Modern Languages, "Concise English Poetry Appreciation and Recitation." The course is based on the reader response approach and targets third year students, leading them into the world of poetry through various stages (traditional nursery rhymes and simple, humorous, and interesting poems). The course highlights poetic structures and topics and uses poetry sharing through student projects and interclass performances. Class activities include creative self-introduction, haiku, a Mother Goose game, and an instant poetry show. Interclass activities include video viewing (e.g., "The Dead Poets Society" and "The Postman"), group sharing and

DESCRIPTORS- Cultural Awareness; *Culturally Relevant Education; Foreign Countries; *Homework; Immigrants; Minority Group Children; School Community Relationship; Secondary Education; Secondary School Students; Study Habits; *Study Skills; Uncommonly Taught Languages
IDENTIFIERS- *Tonga; *Tongan

This paper examines the notion of reconstituting study clinics to promote and sustain the education of Tongan migrant students in New Zealand, describing a project that illustrates how to reconstitute the notion of a clinic and highlighting political, social, and cultural aspects of Tongan ways of thinking and acting that can be engaged to theorize about pedagogical and educational approaches pertinent to Tongan secondary students. It discusses the meaning of study clinics and notes three promising approaches when implemented within a critical pedagogical framework: Po Ako, Takanga a Fohe Taha I Puke Tapapo, and Katoanga Faiva. It highlights the importance of transcending the association of study clinics with notions of deficiency, treatment, and the market economy and instead emphasizing a conceptual framework that recognizes the importance of economics and Tongan social, cultural, and political relationships. The paper theorizes about the three approaches as part of a Tongan frame of reference to begin a process of reconstitution, suggesting that their main purpose is to foster Tongan peoples learning and education. It concludes that the process of reconstituting study clinics is about the capacity of Tongan people to forge links between their own community and the school and the aggressive recruitment of Tongan. (SM)

ED 465 292   FL 027 343

Garcia, Ofelia, Ed.; Fishman, Joshua A., Ed.
The Multilingual Apple: Languages in New York City. Second Edition.
PUB DATE- 02
NOTE- 374p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Chinese; Cultural Differences; Ethnic Groups; German; Greek; Haitian Creole; Hebrew; *Immigrants; Irish; Italian; *Multilingualism; Spanish; Uncommonly Taught Languages; Urban Areas; Yiddish
IDENTIFIERS- *Language Diversity; *New York (New York)

This collection of papers tells the story of how languages other than English have contributed to making New York City a culturally vibrant and linguistically diverse city. Part 1, "Introduction to the Multilingual Apple," features "New York's Multilingualism: World Languages and Their Role in a U.S. City" (Ofelia Garcia). Part 2, "The Language of Early Arrivals: Still Encountered," features "Irish in Nineteenth Century New York" (Kenneth E. Nilsen); "German in New York" (John R. Costello); and "Yiddish in New York" (Hannah Kliger and Rakhmiel Peltz). Part 3, "The Languages with Vitality in the Past and the Present," includes "Italian in New York" (Hermann W. Haller); "Greek in New York (Chrysie M. Costantakos and John N. Spiridakis); Spanish in New York" (Ana Celia Zentella); and "Hebrew in New York" (Alvin I. Schiff). Part 4, "The Languages with the Newest Sounds and of Newest Faces," includes "Chinese in New York" (Shiwen Pan); "The Languages of India in New York" (Kamal K. Sridhar); "Haitian Creole in New York" (Carole M. Berotte Joseph); and "English Caribbean Creole in New York" (Lise Winer and Lona Jack). Part 5, "Concluding Observations to parents. It looks at six themes identified as essential for college readiness: (1) curriculum and standards; (2) assessment and accountability; (3) educational support systems; (4) qualified professional staff; (5) community and parental partnerships; and (6) facilities, equipment, and instructional materials. Questions that must be answered in each of these areas are outlined. These questions demonstrate the complexity of educational reform as they outline the work that must be undertaken. (SLD)

ED 465 313   HE 034 949

Globalizing Texas Higher Education for the New Century: A Response to "Closing the Gaps." Report of the Special Committee on Globalization and Higher Education.
SPONS. AGENCY- Texas State Higher Education Coordinating Board, Austin.
PUB DATE- 01
NOTE- 23p.; Prepared by the Special Committee on Globalization and Higher Education.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Educational Quality; Educational Trends; *Futures (of Society); *Global Approach; *Higher Education; State Programs; Trend Analysis
IDENTIFIERS- *Texas

In response to "Closing the Gaps: Participation, Success, Excellence, Research," the new Texas Higher Education Plan, this document contains a proposal that will help achieve the desired level of quality among higher education programs in Texas by ensuring that these programs are relevant to the global content of the 21st century. It is expected that, in the coming century, Texas will be more populous, and current minorities will be the majority. The economy will be highly integrated into the global economy, but more Texans will be foreign-born, Texas will be less educated, and Texas will be poorer. There are four important areas in which the Texas Legislature, the Texas Higher Education Coordinating Board, the higher education community, and the private sector can work together to achieve globalization in higher education: (1) study abroad for outgoing domestic students; (2) programs for incoming international students; (3) research and development; and (4) curriculum and faculty development. It will be necessary to develop, support, and implement programs in the areas of increasing access to programs that contribute to the globalization of student perspectives, supporting mutually beneficial research partnerships with institutions from around the world, and promoting alliances between the higher education community and the business community. Some specific actions are recommended to accomplish these objectives. Eight attachments contain supplemental information about Texas higher education. (Contains 5 tables and 12 references.) (SLD)

ED 465 314   HE 034 950

Appropriations for Developmental Education in Texas Public Institutions of Higher Education.
PUB DATE- 02
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)

PUB DATE- 02
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; College Entrance Examinations; *College Freshmen; *Developmental Programs; Grade Point Average; High School Students; Higher Education; *Prediction; Private Colleges; *School Holding Power; Scores; Sex Differences

This study examined the academic success and retention of first-year college students at a small private university to determine which variables (among the following: gender, high school grade point average (GPA), Scholastic Assessment Test (SAT) verbal and quantitative scores, and indicators of placement into developmental courses) were predictive of three outcomes: (1) academic achievement during the freshman year; (2) retention to the second year; and (3) the combination of retention and university GPA greater than or equal to 2.5. Results for 666 students in 3 years confirm the findings of other studies, in which GPA at the end of the first year is associated with gender, high school GPA, and verbal and quantitative SAT scores; however, the type of skills development needed by the student--a course in reading, writing or mathematics--was not predictive of academic achievement or retention. These findings are discussed in light of the developmental program offered at the institution. (Contains 1 figure, 4 tables, and 22 references.) (SLD)

ED 465 334 HE 034 984

Michaelides, Michalis
Closing the Gap in College-Going: A Study of Trends in California Public High School Graduates' College-Going Patterns.
PUB DATE- 02
NOTE- 54p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *College Bound Students; Educational Trends; *High School Graduates; High Schools; Higher Education; Low Achievement; *Minority Groups; Tables (Data); Trend Analysis
IDENTIFIERS- *California

In the midst of changes in the demographics, the economy, educational programs, and admission policies, the gap between majority and minority racial groups in their representation in the college population has been decreasing but still persists. This paper describes the trends in California high school graduates college-going patterns during the 1990s. Data were gathered from the California Postsecondary Education Commission, which collects school and district level data on college freshmen. Different racial patterns emerge for enrollments in different types of institutions (University of California system, California State Universities, California Community Colleges). Asians increased their participation in the most selective institutions, while the increase in black and Hispanic enrollments was mainly in the least selective would be beneficial. The limitations and importance of this research and future studies are discussed. (Contains 3 tables and 28 references.) (SLD)

ED 465 355 HE 035 005

Long, Bridget Terry
Attracting the Best: The Use of Honors Programs To Compete for Students.
SPONS. AGENCY- Spencer Foundation, Chicago, IL.
PUB DATE- 02
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *College Students; *High Achievement; Higher Education; *Honors Curriculum; Program Effectiveness; *Student Recruitment

This paper examines the development and role of honors programs and colleges at U.S. institutions of higher education. The creation of honors programs may be in response to increased competition between colleges for high-achieving students and heightened concerns in some states about brain drain. Little is known about the rate of growth of honors programs, their function within higher education, and the effects they have on host institutions and students. Using an empirical data set compiled from several sources, this study examined the types of colleges that have created honors programs and the characteristics and structures of these programs. It also considers how the development of honors programs has changed over time and how it relates to larger trends in higher education. The presence of honors programs appears widespread in the U.S. educational system, although they are a relatively new phenomenon. Nearly half of all public four-year colleges and universities have an honors program, and many are found at private institutions. Honors programs are most likely to be found at institutions ranked as very competitive or competitive, larger institutions, those with the Carnegie classification of research, or doctoral. Institutional patterns suggest that honors programs are indeed used as a competitive tool to attract high-achieving students. (Contains 10 tables and 17 references.) (SLD)

ED 465 356 HE 035 006

Williams, Kent F.; Rhodes, T. Michael
Chief Academic Officers' Perceptions about Faculty Evaluation.
PUB DATE- 02
NOTE- 75p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Deans; *Administrator Attitudes; *Administrators; *College Faculty; *Criteria; Higher Education; Surveys; Tables (Data); *Teacher Evaluation

The perceptions of chief academic officers (CAOs) at four-year colleges and universities and specialized institutions were examined to determine the criteria used to evaluate faculty teaching, college and community service, scholarship, and

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 02
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Educational Technology; Elementary Secondary Education; Higher Education; *Instructional Design; *Instructional Development; Systems Approach; Systems Development
IDENTIFIERS- ERIC Digests; *Knowledge Management; Learning Environments; *Technology Implementation; Web Sites

This digest reviews what instructional designers do, describes knowledge management, and indicates how knowledge management is influencing instructional design. The first section defines instructional design (ID) and briefly describes the ID process. The second section covers knowledge management (KM), including definitions of KM and systems, characteristics of KM systems (KMSs), specific functions provided by KMSs, uses of KM technology within business and industry, and key enabling technologies. The third section discusses KM in ID, including projects at the European Commission and Syracuse University that use a KMS in ID, the influence of KM technology on school-based learning and collaboration among instructional designers, and issues being addressed by ID researchers. It is concluded that KM tools and systems are beginning to be used for the design and development of instructional systems and learning environments, and ID practice is changing as a consequence. (Contains 12 references and a list of 13 relevant World Wide Web sites.) (MES)

ED 465 377 IR 021 858

Eisenberg, Michael B.; Johnson, Doug
Learning and Teaching Information Technology--Computer Skills in Context. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 02
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Computer Uses in Education; *Curriculum Development; Educational Technology; Elementary Secondary Education; *Information Literacy; *Information Skills; *Instructional Design; *Instructional Development; Problem Solving; *Technology Integration
IDENTIFIERS- Big Six; ERIC Digests

This digest describes an integrated approach to teaching computer skills in K-12 schools. The introductory section discusses the importance of integrating information skills into the curriculum. "Technology Skills for Information Problem Solving: A Curriculum Based on the Big6 Skills Approach" (Michael B. Eisenberg, Doug Johnson, and Robert E. Berkowitz), a curriculum guide, lists specific technology skills in the following areas: (1) task definition; (2) information seeking strategies; (3) location and access; (4) use of information; (5) synthesis; and (6) evaluation. A sidebar summarizes the Big6 skills approach

DESCRIPTORS- *Collective Bargaining; *College Faculty; *Community Colleges; *Contracts; *Faculty College Relationship; *Governance; Grievance Procedures; Two Year Colleges

This study consisted of document analysis of collective bargaining agreements of full-time faculty representing public community colleges in 22 states. Documents were analyzed and coded, and sixteen governance areas were identified, including budget, calendar, curriculum, discipline, evaluation, and tenure. In total, 237 contracts representing faculty at 301 community colleges were reviewed. Findings indicated that: (1) the most commonly cited areas of faculty participation, expressed as a percentage of contracts reviewed, were grievance (93%), faculty evaluation processes (52%), sabbatical recommendations (49%), retrenchment (42%), the college calendar (40%), and curriculum (39%); (2) over one-third of the contracts (33%) required faculty participation in the hiring of new faculty; (3) faculty are contractually bound to joint action with administration in decision-making in limited governance areas, primarily grievance (93%); and (4) in 55% of the contracts, variables for the 16 governance areas were not addressed, or there was no indication of the process of decision-making. This study indicates that centralization of decision-making through collective bargaining has not limited faculty in their participation in governance, but rather through contractual agreements expanded their influence and participation. Economizing behaviors, represented by faculty participation in governance, are evident in community colleges and are consistent with their integration into the global economy. (Contains 47 references and 4 tables.) (EMH)

ED 465 397 JC 020 425

Korn, Charles J.

Toward Achieving a Seamless Curriculum: A National Study To Assess the State of Articulation and Transfer in Communication Programs at Two- and Four-Year Institutions.

PUB DATE- 97

NOTE- 186p.; Submitted in partial fulfillment of the requirements for the degree of Doctor of Arts in Community College Education at George Mason University.

LANGUAGE- English

EDRS Price- MF01/PC08 Plus Postage.

PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041),Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Articulation (Education); *College Faculty; *College Transfer Students; Communications; *Community Colleges; Higher Education; Journalism Education; Teacher Attitudes; *Transfer Rates (College)

This national study surveyed communication faculty and administrative members in the Community College section of the National Communication Association to assess and determine the state of articulation and transfer between two- and four-year institutions. It surveyed faculty members to determine if transfer rates from the communication discipline are similar to overall national rates. Articulation and transfer problems in communication programs were analyzed, conceptualized, and categorized using Knoell's four-part typology of articulation problems. Results suggested that articulation, in terms of problems, issues, and importance, seems to have remained relatively the same over the past 33 years. The communication discipline appears to share similar problems, concerns, and issues regarding articulation and transfer as do other disciplines. Many of the problems, at least from the perception of two-year college faculty and administrators, can be mediated the standards for second grade in mathematics (numbers and operation, algebra, geometry, measurement, data analysis and probability), English/language arts (reading/literature, listening, speaking, writing, research), science (inquiry and process skills, life science, earth science, physical science), and social studies (history: time, continuity, and change; government/political science: power, authority, and governance; geography: people, places, and environments; economics: production, distribution, and consumption). Listed after the standards for each subject area are sample assessment questions for parents to complete with their children, selected book titles for additional reading, and Web site addresses for extended learning. (EV)

ED 465 416 PS 030 195

A Guide for Parents and Families about What Your 3rd Grader Should Be Learning in School This Year. Don't Fail Your Children.
PUB DATE- 01
NOTE- 8p.; For related documents in the "Don't Fail Your Children" series, see PS 030 192-204.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary School Curriculum; English; *Grade 3; Language Arts; Mathematics; *Outcomes of Education; Parent Materials; Primary Education; Resource Materials; Sciences; Social Studies; State Curriculum Guides; *State Standards; World Wide Web
IDENTIFIERS- *Curriculum Standards; *South Carolina

This guide shares information about the South Carolina Curriculum Standards with parents. The standards outline state requirements for children's learning, and what students across the state should be able to do in certain subjects. The guide lists seven key reasons for parents to be aware of the new curriculum standards, and then presents a condensed version of the standards for third grade in mathematics, English/language arts, science, and social studies. Listed after the standards for each subject area are sample assessment questions for parents to complete with their children, selected book titles for additional reading, and Web site addresses for extended learning. (EV)

ED 465 417 PS 030 196

A Guide for Parents and Families about What Your 4th Grader Should Be Learning in School This Year. Don't Fail Your Children.
PUB DATE- 01
NOTE- 8p.; For related documents in the "Don't Fail Your Children" series, see PS 030 192-204.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary School Curriculum; English; *Grade 4; Intermediate Grades; Language Arts; Mathematics; *Outcomes of Education; Parent Materials; Resource Materials; Sciences;

Childhood Topics, 2001.
PUB DATE- 01
NOTE- 124p.; For 2000 newsletters, see ED 447 934. Published 10 times per year.
LANGUAGE- English; Spanish
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Collected Works - Serials (022)
DESCRIPTORS- *Child Rearing; Emotional Development; Fear; *Interpersonal Competence; Multilingual Materials; Newsletters; *Parent Child Relationship; Personality; Pets; Play; *Preschool Education; Sibling Relationship; Values Education
IDENTIFIERS- Family Activities; Intergenerational Relationship; Story Writing

This document consists of 10 monthly newsletter issues for 2001, in English and Spanish language versions, exploring topics related to early childhood behavior and parenting. Regularly appearing features include book recommendations, "Library Resources," "Preschoolers in the Kitchen," "Kids Crafts," "Research News," and "The Health Corner." Major topics of the newsletter issues are as follows (1) hope (January); (2) sibling play (February); (3) temperament (March); (4) children's fears (April); (5) teaching children history and geography at home (May); (6) learning how to parent from one's own parents (June); (7) pets (July-August); (8) writing a life book with children to help manage life passages (September); (9) having fun with math (October); and (10) values (November-December). (KB)

ED 465 436 PS 030 395

Mandell, Dorothy J.; Hill, Sheri L.; Carter, Louise; Brandon, Richard N.
The Impact of Substance Use and Violence/Delinquency on Academic Achievement for Groups of Middle and High School Students in Washington.
SPONS. AGENCY- Washington State Dept. of Social and Health Services, Seattle. Div. of Alcohol and Substance Abuse.; Washington Office of the State Superintendent of Public Instruction, Olympia.
PUB DATE- 02
NOTE- 70p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Adolescent Attitudes; Adolescent Behavior; *Adolescents; Comparative Analysis; *Delinquency; High School Students; High Schools; Middle School Students; Middle Schools; Poverty; Predictor Variables; Student Attitudes; *Substance Abuse; *Violence
IDENTIFIERS- Risk Taking Behavior; Washington

Noting that little is known about how the social environment affects academic achievement among groups of students, this study examined the associations among substance use, violent/delinquent behavior, and academic achievement in groups of middle and high school students. Data sources for middle school students were the 1998 Washington State Survey of Adolescent Health Behaviors (WSSAHB) and the 1999 Washington Assessment of Student Learning; data sources for high school students included the WSSAHB and eleventh graders' averages on the Iowa Test of Basic Skills. Groups were defined by grade level, gender, and race/ethnicity. In order to more fully understand the dynamics linking risky non-classroom behavior to school performance, the study also examined the effects of a strong association between emotional well-being and positive environments that provide adolescents with a sense of belonging, acceptance, and support for autonomy. Appended is a table of the review of research and implications for targeted activities to improve adolescent emotional well-being. (Contains 92 references.) (KB)

ED 465 454 PS 030 636

Hatcher, Juliet L.; Scarpa, Juliet
Background for Community-Level Work on Physical Health and Safety in Adolescence: Reviewing the Literature on Contributing Factors.
SPONS. AGENCY- John S. and James L. Knight Foundation, Miami, FL.
PUB DATE- 01
NOTE- 96p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Accidents; *Adolescent Development; *Adolescents; *Child Health; *Child Safety; Dental Health; Drinking; Driver Education; *Health Promotion; Injuries; Life Style; Literature Reviews; Nutrition; Physical Activity Level; *Prevention; Restraints (Vehicle Safety); Risk Management; Secondary Education; Sleep; Smoking
IDENTIFIERS- Bicycle Helmets; Risk Reduction; Risk Taking Behavior

Although adolescence is characterized by general good health, this developmental stage is a key time for promoting a healthy lifestyle and preventing health-compromising behaviors and injuries. This paper presents a selective review of research into factors predicting health and safety behavior patterns and injury occurrence, focusing on individual factors as well as factors at the family, peer, community, societal, and policy levels. Emphasized are studies that incorporate rigorous experimental evaluations of interventions, longitudinal studies identifying predictors of health and safety outcomes using multivariate analyses, and studies that have been replicated with similar results across different populations and geographic regions, with limited consideration of case-control investigations. The paper restricts discussion to studies measuring outcomes during adolescence. The health promotion behaviors considered are tobacco use, physical activity and nutrition, sleep, and dental health. The paper notes that more is known about why healthy behaviors are important than about what predicts these behaviors or what can be done to promote them. It is also noted that adolescents in lower income families bear a disproportionate share of unhealthy behaviors. The paper examines injury prevention, considering unintentional injuries as a group, motor vehicle injuries, bicycle injuries, and occupational injuries. Injury prevention programs described include driver education and programs to prevent drinking and driving and to promote seat belt use. The paper concludes by emphasizing the need for more high quality research to guide and inform health behavior promotion and injury prevention during adolescence. A table summarizes the research literature and implications for targeted activities to promote a healthy and safe lifestyle and to prevent injury among adolescents. (Contains 229 references.) (KB)

ED 465 455 PS 030 437

Hair, Elizabeth C.; Jager, Justin; Garrett, Sarah
Background for Community-Level Work on Social Competency in Adolescence: Reviewing the Literature on Contributing Factors.

supervised child care during the summer. The summer months see a large increase in care by relatives and in the time spent in organized care. Average summer child care expenses for higher-income families were found to be more than twice the average spent by lower-income families. One surprising finding is that low-income families spend less on child care during the summer than during the school year. Based on the findings, it was recommended that policymakers be aware of seasonal patterns of child care and evaluate summer child care programs. Three appendices provide tabular data. (KK)

ED 465 471 PS 030 471

Boyd, Richard A.
Mississippi Kindergarten Guidelines. Fourth Edition.
PUB DATE- 98
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Standards; *Educational Objectives; *Guidelines; *Kindergarten; Primary Education; State Legislation; *State Regulation
IDENTIFIERS- *Mississippi; Mississippi State Department of Education

This document details regulations that govern the administration of kindergarten programs in Mississippi public school districts. The guidelines are prefaced by a list of members of the K-3 Reading Work Group, who reviewed the regulations; a list of six learning principles; and the state's kindergarten philosophy with nine accompanying goals. The first section lists the state's Kindergarten guidelines in ten areas: (1) curriculum; (2) organizational procedures; (3) physical settings for existing structures; (4) physical settings for new structures; (5) outside play area; (6) staff; (7) entrance age; (8) educational materials; (9) parent participation; and (10) assessment. Optional guidelines are then listed for physical setting for existing and new structures, outside play area, staff, educational materials, parent participation, and transportation. The final segment of the document details reading benchmarks in ten categories: (1) attends and responds to print; (2) has sense of story; (3) exhibits developmentally appropriate oral language for communication purposes; (4) recognizes uppercase and lowercase letters; (5) uses knowledge of letter-sound relationships to manipulate sounds in the written word; (6) demonstrates phonemic awareness; (7) constructs meaning when responding to print; (8) creates a written form using various materials; (9) develops listening skills; and (10) develops and expands sight vocabulary. (KK)

ED 465 472 PS 030 473

Walker, Sally Yahnke
The Survival Guide for Parents of Gifted Kids: How To Understand, Live with, and Stick up for Your Gifted Child. Revised & Updated Edition.
PUB DATE- 02
NOTE- 177p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For

EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Adventure Education; *College Programs; Experiential Learning; Group Dynamics; Higher Education; *Outdoor Education; Outdoor Leadership; Program Administration; Skills
IDENTIFIERS- *Outdoor Recreation

This proceedings contains 15 conference papers and presentation summaries from the 14th annual International Conference on Outdoor Recreation and Education (ICORE). Titles are: "The Hidden Costs of Outdoor Education/Recreation Academic Training" (Christian Bisson); "The Service Learning Concept: Service Learning in the National Parks" (Tom Coates); "Columbus Outdoor Pursuits: A Model Structure for Volunteer Based Outdoor Pursuits Programs" (Ann E. Gerckens); "Navy Morale, Welfare, and Recreation: Outdoor Recreation Rental Center Manual" (Ed Dunning); "International Federation of Mountain Guide Associations (IFMGA) Ropehandling Techniques" (Iain Stewart-Patterson); "Whitewater Kayaking Instruction: Skills and Techniques" (Raymond Poff, Tom Stuessy); "Re-creating through Recreating into the Later Years" (Mary Ann Kluge); "The Importance of Manuals in the University of Wisconsin at Stevens Point's Outdoor Program" (Kate Skroski, Emily Cook); "Marketing Outdoor Programs: A Roundtable Discussion" (Tom Stuessy); "Managing Field Evacuations" (Jay A. Satz, David McEvoy, Kurt A. Merrill); "Emergency Response Systems for Outdoor Programming" (Jay A. Satz, Kurt A. Merrill); "Processing for Picasso and Other Masters" (Tammie Stenger, Beth Ryan); "An Alaskan Expedition: Student Development plus Academics Equals Experiential Education" (Wayne Williams, Rich Campbell); "Planning, Organizing, and Running a River Cleanup" (Bruce Saxman); and "Effective Buying Techniques for Outdoor Program Equipment" (David J. Webb). The proceedings also includes a brief history of the conference, the conference schedule, National Outdoor Book Awards, and AORE (Association of Outdoor Education and Recreation) Leadership Awards. (SV)

ED 465 490   RC 023 584

Bisson, Christian
The Hidden Costs of Outdoor Education/Recreation Academic Training.
PUB DATE- 00
NOTE- 12p.; Proceedings of the 14th Annual International Conference on Outdoor Recreation and Education (Oxford, Ohio, November 7-12, 2000); see RC 023 583.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Certification; *College Programs; Equipment; Fees; Higher Education; *Outdoor Education; *Student Costs

Academic training programs in the field of outdoor education and recreation have increased considerably in the past few decades, but their true costs are often hidden. A survey of 15 outdoor college programs in the United States and Canada examined special fees associated with outdoor courses. The cost of necessary personal equipment and clothing was also researched by surveying 30 outdoor adventure education majors to determine the equipment needed and then pricing those items at three national outdoor equipment resale stores. Finally, the average cost of wilderness first aid certification was determined, based on 12 available certification courses. Only one institution did not charge additional fees for outdoor courses.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Articulation (Education); Business Education; Career Awareness; *Career Development; Career Education; *Career Exploration; Competency Based Education; Goal Orientation; Higher Education; Information Management; *Information Technology; Intermediate Grades; International Trade; *Occupational Clusters; Secondary Education; *Specialization; Telecommunications
IDENTIFIERS- *Knowledge Management

Career development services from exploration to specialization in a school-based context can be enhanced greatly through a partial or intensive technological delivery system. Specialization contains both awareness and exploration, as well as concentration within it. Awareness and exploration for specialization with concentration refines career choices to pursue. Early specialization could consist of concentrations of developmentally appropriate learning units within career cluster ranges. Advanced specialization could consist of concentrations in roles within a career cluster range. It should include analysis of competencies and skills required by companies for domestic and international commerce in electronic formats. Knowledge management at the postsecondary education level and articulation with secondary specializations are the next steps. Creating a conceptual framework for organizing knowledge management content requires collaborative strategic thinking. The content could be organized into knowledge management core competencies and requirements; economy sector "learning units"; and specializations with concentrations. (Relevant Web sites, newsletters, and bulletin board pages are described.) (YLB)

ED 465 025 CE 083 245

Groff, Warren H.
Vision Quest Thinking for Creating Career Development E-Paradigms via Electronic Networked Communities: Building Competencies and Skills at the Rate of Imagination for Global Leadership for Improving Quality of Life.
PUB DATE- 01
NOTE- 17p.; Some figures may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Assistantships; *Career Development; Career Education; Computer Mediated Communication; *Computer Networks; Delivery Systems; Educational Technology; Elementary Secondary Education; Global Approach; Goal Orientation; Graduate Study; Higher Education; *Information Technology; International Trade; Labor Force Development; Postsecondary Education; Quality of Life; *Strategic Planning; *Teacher Improvement; Technological Advancement

This paper focuses on career development for next waves of competent leaders and technically trained workers during e-globalization, one of the most difficult challenges advanced nations face. It contains four sections. First, the paper begins with a brief discussion about Vision Quest (VQ) as a technique within strategic planning, focused primarily on

Policy; Educational Research; Estimation (Mathematics); *Evaluation Methods; *Evaluation Research; Foreign Countries; Information Sources; Internet; Intervention; *Lifelong Learning; Measurement Techniques; Models; National Surveys; Postsecondary Education; Public Policy; Research Design; *Research Methodology; Role of Education; Statistical Analysis; Systems Approach; World Wide Web

IDENTIFIERS- *England; Impact Studies; Stufflebeam (Daniel L)

This document presents the key principles underpinning effective evaluations as applied to policy initiatives in the field of lifelong learning (LL) and the various methods available to implement them. The following are among the topics discussed in Chapters 1-6: (1) the distinction between monitoring, modeling, and evaluation and considerations in classifying interventions; (2) types and styles of evaluation in LL (evaluating implementation; evaluating impact, linking implementation to impact; the systems approach to evaluating LL); (3) outcomes from LL interventions (immediate outcomes and measuring the impact of LL policies); (4) designs for impact evaluation (defining the target population; selecting controls; sampling); (5) estimating impact using statistical modeling (fundamental issues; embedding control into the research design, creating control in the analysis; modeling outcomes at different levels); and (6) cost-benefit analysis (CBA) (benefits of learning; ascribing monetary values to the benefits of education; costs of learning; methods of calculation; CBA of the voucher scheme; uses and abuses of CBA). Chapter 7 summarizes the preceding chapters and offers 11 recommendations. Fourteen tables/figures are included. The bibliography lists 80 references. The following items are appended: an annotated list of 13 data sources for monitoring LL; a systems representation of a LL program; and the Stufflebeam scheme of evaluation comparisons. (Contains 80 references and 14 tables/figures.) (MN)

ED 465 042 CE 083 273

Work Programme, 2002.

PUB DATE- 02

NOTE- 63p.; For the 2001 Programme, see ED 451 338.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Conferences; Cooperative Planning; Educational Cooperation; Educational History; Educational Improvement; Educational Planning; Educational Quality; *Educational Research; Educational Resources; Foreign Countries; Guidelines; Information Dissemination; Information Technology; International Cooperation; *International Organizations; *International Programs; Lifelong Learning; Linking Agents; Organizational Development; *Organizational Objectives; Partnerships in Education; Research Projects; Resource Materials; Scholarly Journals; Strategic Planning; Technical Assistance; Trainers; Training; *Vocational Education

IDENTIFIERS- *Europe; *European Centre for the Development of Voc Train

This document details the work program of the European Centre for the Development of Vocational Training (Cedefop) for 2002. The following are among the topics discussed in Chapters 1-5: (1) developing research (the Cedefop research arena; the report on employment relationships, and (4) industrial relations. The study documented the links between work environments, employment and industrial relations, and "healthy" outcomes for workers and organizations and drew on a broad base of evidence to formulate a model of a high-quality work environment. The evidence established that Canada's health care organizations can and must achieve a virtuous circle connecting work environments, individual quality of work life, and organizational performance. The following were among the 11 recommendations emerging from the study: (1) policymakers should provide a stable policy and funding environment in which to make workplace improvements; (2) although different health care unions and professional associations have unique needs, their leaders must develop a common, long-term workplace improvement agenda; and (3) managers should promote workplace cultures that value employees as assets and work to rebuild commitment and trust between employee and employer. (Contains 93 references.) (MN)

ED 465 059 CE 083 302

Lowe, Graham S.
Report on the National Learning Roundtable (Edmonton, Alberta, Canada, March 19-20, 2001).
SPONS. AGENCY- Human Resources Development Canada, Ottawa (Ontario).
PUB DATE- 01
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Adult Education; Adult Literacy; Change Strategies; Disadvantaged; Educational Change; Educational Finance; Educational Needs; *Educational Objectives; Educational Opportunities; *Educational Policy; Educational Quality; Elementary Secondary Education; Equal Education; Foreign Countries; Higher Education; *Lifelong Learning; Meetings; Models; Needs Assessment; *Policy Formation; Preschool Education; Public Education; *Public Policy; Systems Approach
IDENTIFIERS- *Canada; Roundtable Reports; Stakeholders

Forty-five individuals from a wide range of organizations and backgrounds participated in a national roundtable on learning in Canada. Working in small groups and plenaries, participants proposed a vision for learning as a way to address the widely expressed concern that Canada is not moving fast enough to increase learning opportunities and to remove barriers to learning. The proposed comprehensive learning system included the following priorities: (1) valuing and supporting universal early childhood education; (2) investing in high-quality, universal, publicly delivered primary and secondary education; (3) ensuring excellence, equitable access, and program delivery within Canada's higher education system; and (4) enabling all adults to have ongoing opportunities to maintain and enhance literacy and learning skills. The discussions focused on assessing needs, barriers, and opportunities and on identifying outcomes and then coalesced into the following guiding principles: (1) all Canadians need opportunities to learn throughout their lives; (2) lifelong learning must be both inclusive and diverse; and (3) governments must take the lead by providing supports, incentives, and infrastructure and by

Richardson Foundation, Inc., Greensboro, NC.; Alcoa Foundation, Pittsburgh, PA.; Grable Foundation, Pittsburgh, PA.; Ambrose Monell Foundation, New York, NY.; George Gund Foundation, Cleveland, OH.; New York Times Co., NY.; Surdna Foundation, Inc., New York, NY.; Open Society Inst., New York, NY.

PUB DATE- 02

NOTE- 448p.; Written with Wanda Vargas. Also sponsored by Starr and The Atlantic Philanthropies. For a summary of this report, see CE 083 264. Supported also by the Project on State-Level Child Outcomes, a project co-sponsored by the U.S. Department of Health and Human Services' Administration for Children and Families and Office of the Assistant Secretary of Planning and Evaluation with additional support from the Centers for Disease Control, National Institute of Child Health and Human Development, U.S. Department of Agriculture, Annie E. Casey Foundation, David and Lucille Packard Foundation, Edna McConnell Clark Foundation, George Gund Foundation, and Smith Richardson Foundation.

LANGUAGE- English

EDRS Price- MF01/PC18 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Adolescents; Adult Education; Adults; Children; Comparative Analysis; Cost Effectiveness; *Costs; Economically Disadvantaged; Employment Patterns; *Employment Programs; Employment Services; Federal Programs; *Income; Program Effectiveness; Program Evaluation; State Programs; Welfare Recipients; *Welfare Reform; *Welfare Services

IDENTIFIERS- Aid to Families with Dependent Children; Connecticut

An evaluation of Jobs First (JF) compared the experiences of JF participants who were subject to welfare reform policies with those of Aid to Families with Dependent Children (AFDC) participants who were subject to prior welfare rules. It collected information for four years about JF's impacts on participants' children and analyzed its financial benefits and costs for participants and governments. Findings indicated implementation of the employment component was problematic, with persistent difficulties monitoring participation; the JF group heard a different message from the welfare system than did the AFCD group--one that was more strongly focused on employment and moving to self-sufficiency; just over half the JF group reached the time limit; JF increased employment, earnings, and income and did not affect receipt of cash assistance; JF immediately increased employment; program impacts on employment and earnings were concentrated among individuals facing greater barriers to employment; JF had no consistent effect on a wide range of indicators of material well-being; levels of hardship remained high for families in both groups; JF had a few positive effects on behavior of elementary school children and mixed effects for adolescents; over 5 years, governments' investment in JF was not offset by decreased welfare payments; and the investment generated substantial gains in income and services for JF participants. Appendixes include supplementary tables, exhibits, and analyses. (Contains 99 references.) (YLB)

ED 465 077 CE 083 334

Sherman, Renee; Dobbins, Dionne; Tibbetts, John; Crocker, Judith; Dlott, Michael

Management Competencies Assessment Instrument. A Publication of Building Professional Development Partnerships for Adult

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Academic Education; Articulation (Education); College Bound Students; Comparative Analysis; Dropouts; Educational Administration; Educational Needs; *Educational Objectives; *Educational Policy; Educational Research; Educational Trends; Equal Education; Federal Programs; *High School Students; High Schools; Integrated Curriculum; Learning Theories; Longitudinal Studies; National Surveys; *Policy Formation; Position Papers; Program Evaluation; *Role of Education; Special Needs Students; State Programs; Student Characteristics; *Student Needs; Trend Analysis; Vocational Education
IDENTIFIERS- *Career and Technical Education; Contextual Learning; Contextualized Instruction

Historically, the role of career and technical education (CTE) has been a subject of debate. The various viewpoints regarding the best role for high school CTE can be condensed into the following options: (1) to provide an occupational sequence of courses that is integrated with rigorous academic course work as preparation for postsecondary prebaccalaureate technical education or full-time employment; (2) to provide an occupational sequence of courses designed solely to prepare students for the transition from high school to full-time employment; (3) to retain CTE not as a sequential occupational program of study but as unique courses or a strategy providing an applied context for teaching academics; and (4) to eliminate high school CTE altogether in favor of a common academic program for all students. These four viewpoints/options were analyzed by using a student-centered analysis that included a review of available longitudinal and high school transcript data and focused on how to best meet the needs of individual students. The following topics were considered: CTE's historical context; CTE's external/internal policy context; and characteristics and needs of CTE students. It was recommended that policymakers continue to support the model of integrated CTE. (Contains 20 references.) (MN)

ED 465 094 CE 083 375

Rosenbaum, James E.
Beyond Empty Promises: Policies To Improve Transitions into College and Jobs.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 02
NOTE- 42p.; Paper commissioned for "Preparing America's Future: The High School Symposium" (Washington, DC, April 4, 2002).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adjustment (to Environment); *Articulation (Education); Career Awareness; *Career Education; *Career Guidance; Economic Climate; *Education Work Relationship; Educational Improvement; Educational Needs; Educational Policy; Educational Practices; Educational Research; Employment

Ni Cheallaigh, Martina, Ed.; Doets, Cees, Ed.; Hake, Barry J., Ed.; Westerhuis, Anneke, Ed.
Lifelong Learning in the Netherlands: The Extent to Which Vocational Education and Training Policy Is Nurturing Lifelong Learning in the Netherlands. CEDEFOP Panorama Series.
PUB DATE- 02
NOTE- 118p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Education; Continuing Education; Curriculum; Developed Nations; *Education Work Relationship; *Educational Attitudes; *Educational Needs; Educational Philosophy; *Educational Policy; Foreign Countries; Government Role; Labor Force Development; *Lifelong Learning; Policy Formation; Postsecondary Education; Public Opinion; *Vocational Education
IDENTIFIERS- *Netherlands

A study was conducted to assess the extent to which lifelong learning strategies are being implemented in vocational education and training (VET) in the Netherlands. Lifelong learning was examined from these three perspectives: (1) the policy formation process of lifelong learning, including developing policy instruments and specific measures by government, social partners, and municipalities; (2) the pedagogical design (how providers apply the principles of lifelong learning in the organization and content of their learning activities at various levels); and (3) developments in participation in education and training. Data collection involved questionnaire and interviews with personnel managers, training managers, and trainers. The study found that policy formation in the Netherlands is focused on the contribution of lifelong learning in promoting employability and maintaining the competitiveness of the Dutch economy. In addition, the study found that there is no overall pedagogical design in Dutch lifelong learning, although emphasis is often being placed on technical skills and participation in education by adults is growing. Finally, the study found that education and training are important in the lives of the Dutch working population, with almost 50 percent having recently participated in a course and 70 percent of the general population of the country supporting the idea that adults must continue to learn in order to function in modern society. (Contains 93 references.) (KC)

ED 465 111 CE 083 449

Janssens, Jos
Innovations in Lifelong Learning: Capitalising on ADAPT. CEDEFOP Panorama Series.
PUB DATE- 02
NOTE- 122p.; Martina Ni Cheallaigh was project manager.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Adjustment (to Environment); Adult Education; Case Studies; Change Strategies; Continuing Education; Curriculum; Demonstration Programs; Developed Nations; *Economic Change; Economic Development; *Education Work Relationship; *Educational Attitudes; Educational Needs; Educational Philosophy; Educational Policy; Foreign Countries; Government Role; Innovation; Labor Force Development; *Lifelong Learning; Policy Formation; Postsecondary Education; Program

performance. (Contains 16 references, 9 tables, and 3 figures.) (YLB)

ED 465 128   CE 083 495

Tresolini, Carol P.; Savage, Katherine D.; Hedgpeth, Marian Wells; Curtis, Peter
Evaluation of an Individualized Continuing Education Program for Physicians and Nurse Practitioners: An Example of the Situational Nature of Program Evaluation.
PUB DATE- 02
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Collegiality; Community Health Services; Context Effect; Continuing Education Units; *Evaluation Methods; Higher Education; *Individualized Instruction; Medical School Faculty; *Nurse Practitioners; Participant Satisfaction; *Physicians; Practicum Supervision; *Professional Continuing Education; Program Effectiveness; Program Evaluation

The Visiting Clinician Program (VCP) was established in 1996 at a public medical school to provide individualized continuing education to participants and to foster closer ties between academic health center faculty and community practitioners who serve as preceptors for health professions students. Various methods have been used to evaluate the program, with focuses on program implementation and processes and program outcomes for participants. Specific sources of data were program management systems, end-of-day surveys of visiting clinicians, periodic interviews with visiting clinicians, follow-up surveys of clinicians who have completed the program, and surveys of faculty hosts. Findings indicated the following: (1) the program enrolled 103 clinicians; (2) visiting clinicians identified 139 specific learning needs, the most frequently identified areas being diabetes, cardiology, pain, adult obesity, sports medicine, dermatology, and computing in medical practice; (3) the program had financial and political costs and constraints; (4) administrative aspects of the program were satisfactory both for visiting clinicians and host faculty; (5) program participants engaged in 587 half- or full-day sessions in 116 different areas since the program began and earned 2,884 hours of continuing medical education credit; and (6) the program appeared to be a vehicle for building and strengthening collegial relationships between program participants and the faculty members who host them. (YLB)

ED 465 129   CE 083 496

Ruhland, Sheila K.
An Examination of Secondary Business Teachers' Retention Factors.
PUB DATE- 02
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

results from evaluations of sexuality education and HIV education programs, which are part of many schools curriculums. Among programs and approaches found to be successful in improving reproductive health behaviors are those that focus on early childhood development, those that combine sexuality education for older children with positive activities, such as participating in voluntary community service and youth development programs, and those that send nurses to visit with teenage mothers with reducing the likelihood of having another child as a teen as one of their goals. (Contains 87 references and 1 table.) (GCP)

ED 465 151   CG 031 790

Case Management in the School Context. A Center Quick Training Aid.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.; Substance Abuse and Mental Health Services Administration (DHHS/PHS), Rockville, MD. Center for Mental Health Services.
PUB DATE- 02
NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Ancillary School Services; *Cooperative Planning; Educational Environment; Elementary Secondary Education; *Integrated Services; *Intervention; *Student Needs; Teacher Role; Training
IDENTIFIERS- *Case Management

When a student is involved with more than one intervener, management of care is a concern. Management of care involves a variety of activity all of which is designed to ensure that student/family interests are well served. At the core is enhanced monitoring focused on the appropriateness of interventions. This quick training aid presents a brief set of resources on school-based case management to guide those providing an in-service training session. The packet contains a brief introduction to the topic with key talking points, fact sheets and practice notes, tools and handouts, and a directory of additional resources. (GCP)

ED 465 152   CG 031 791

Costas, Lauren; Rosenfield, Sylvia; Gravois, Todd
School Professionals' Perceptions of the Instructional Consultation Team: A Qualitative Analysis.
PUB DATE- 01
NOTE- 33p.; Poster session presented at the Annual Conference of the American Psychological Association (109th, San Francisco, CA, August 24-28, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Consultation Programs; Counselor Attitudes; *Counselor Teacher Cooperation; Elementary Secondary Education; Professional Services; Program Effectiveness; *School Effectiveness; Teacher Attitudes

Primary Education; *Professional Development; *Reading Achievement; Student Educational Objectives; *Student Evaluation
IDENTIFIERS- *Learning Communities; Pacific Region Educational Laboratory

Pacific Resources for Education and Learning has embarked on a journey to build literacy-focused high-performing learning communities--defining high-performing learning communities as organizations that have: shared vision; challenging curriculum aligned to instruction and assessment measures; a culture of continuous learning and improvement; parents and community as partners in the learning process; and supportive school structure. Pacific educators have identified these three critical issues: reading, assessment and accountability, and professional development. Goals are that children will be reading independently by Grade 3; schools and communities will have better information about how well students are learning; and teachers and administrators will improve their teaching and learning skills by focusing on student achievement. Noting that creating high-performing learning communities takes time and collaboration, this brochure describes results, relationships, and process. (NKA)

ED 465 172 CS 510 994

Kamberelis, George
Coordinating Reading and Writing Competencies during Early Literacy Development.
PUB DATE- 02
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Developmental Stages; *Emergent Literacy; Primary Education; *Reading Processes; *Reading Writing Relationship; *Writing Processes
IDENTIFIERS- Cognitive Research; Phonological Awareness

At any given time, any given child may hold different, even competing, understandings of the strategies and processes involved in reading, writing, and coordinating the two. And different children's developmental paths may differ in significant ways even though they eventually achieve common outcomes. Different developmental paths notwithstanding, a central developmental accomplishment of the common outcome of becoming "conventionally" literate is the coordination of encoding/production processes and decoding/comprehension processes that allow an individual to move fluidly and flexibly across writing and reading tasks. A study was designed to document with considerable precision just how children work through the "impasse" indexed by the "production-ahead-of-comprehension" pattern. Specifically, it mapped changes in children's overt actions and inferred cognitive processes while working on specific writing-reading tasks between the time when they could write alphabetically encoded texts but not readily read them back and the time when they could both write and read alphabetically encoded texts fluently. Microgenetic case studies (i.e., intensive, mini-longitudinal studies) were conducted with 24 children with a mean age of 6 years, 4 months. Findings suggest: (1) a unique role of knowledge about phoneme-grapheme relations during this transitional process; (2) children's intense focus on linguistic units smaller than a word at the coordination point may have served multiple functions; (3) concept of word seems to play a particularly

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Education; Program Implementation; *Reading Achievement; *Reading Instruction; *Reading Programs; Scores; *Teacher Attitudes; Teacher Surveys
IDENTIFIERS- New York City Board of Education; *Success for All Program

This paper is a study of the Success for All (SFA) reading program in a New York City elementary school. In particular, the study investigates if SFA has been implemented as advocated by its developers. The study investigates whether SFA's designers achieved their goals, provides a critical analysis of the program, and conducts a survey of attitudes among teachers who were asked to implement SFA in the school. Findings revealed that the program's protocols, as designed by the developers, were only partially implemented. Standardized achievement test scores for children in all grades in the school investigated did increase in the 3 years SFA has been used. However, because SFA's prescriptive nature controls teaching methods, children's learning experiences, and curriculum content, some teachers were found to be less than positive in their attitudes toward the program. (Contains 11 references.) (Author/PM)

ED 465 192 CS 511 220

Terblanche, Leezill
Read-Alouds: Do They Enhance Students' Ability To Read?
PUB DATE- 02
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Education; *Oral Reading; *Reading Aloud to Others; *Reading Comprehension; Reading Programs; Reading Research; Story Grammar; *Teacher Attitudes; Teacher Surveys; *Vocabulary Skills
IDENTIFIERS- New York City Board of Education; *Student Engagement; Success for All Program

Teachers can greatly extend a child's literacy development through the use of interactive read-alouds. When a story is read aloud to children a number of opportunities arise for extended activities that are related to the story and further literacy support. Children are able to learn about literacy through an adult modeling good reading behavior. They may also form an understanding of print and how it is used with regard to letters and letter-sound relationships. Children are exposed to new words and vocabulary with each story read aloud to them, which will enable them to learn about sentence structure and in turn develop their own sentences. Children become familiar with the structure of a variety of stories and begin to develop a positive attitude toward books because of their understanding of the stories. Children are able to create their own stories based on their knowledge and familiarity gained from the stories. The survey of 22 teachers done by the researcher, which was conducted at a school in the Bronx, and the review of literature support these ideas. (Contains 14 references.) (Author/PM)

ED 465 193 CS 511 222

LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Attitudes; After School Education; *After School Programs; Child Safety; Elementary Education; *Principals

Changing dynamics of the American family is putting pressure on public schools to provide after-school programs (ASPs). These programs can help children learn positive social skills and receive help with academic subjects in safe, caring, and enjoyable environments. This report provides analysis of a survey of 800 public school principals that was developed to document the prevalence and characteristics of ASPs in elementary and middle schools, to identify what principals consider the successes and challenges facing their ASPs, and to help the National Association of Elementary School Principals (NAESP) identify ways it can help its members and non-members strengthen, maintain, or establish ASPs. The research found that ASPs are now prevalent around the country. Principals see their programs as very successful and an important aspect of their school. However, many of these programs are potentially fragile because of funding and staffing challenges to keeping them functioning. Principals express a desire to expand their ASPs to serve more students and to provide more activities. An appendix contains the survey questionnaire and response totals. (RT)

ED 465 213 EA 031 694

Van de Water, Gordon; Krueger, Carl
P-16 Education. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 02
NOTE- 4p.; Digest Number 159.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Curriculum Development; *Developmental Continuity; Elementary Secondary Education; Postsecondary Education; Preschool Education
IDENTIFIERS- ERIC Digests; Reform Efforts

P-16 education is an integrated system of education stretching from early childhood through a 4-year college, emphasizing continuity of student learning and alignment across school levels. It seeks to address problems with the present educational system, considering, for example, that "A" students in high-poverty schools score at the same level as "C" and "D" students in affluent schools, and 29 percent of college freshmen take one or more remedial courses in reading, writing, or mathematics. P-16 education has five central goals: to have every child ready for school by age 6, proficient in reading by 8, proficient in geometry and algebra by 13, completing a rigorous core curriculum by 17, and expected to complete the first 2 years of college by 21. P-16 strengths are inclusiveness, alignment, removal of artificial barriers, and reductions in level of remediation. Challenges include reliance on individual leaders, too little time, too much turf

This final report describes the activities and accomplishments of the Consortium on Inclusive Schooling Practices, a federally-funded 5-year project to investigate the utility of a systemic approach for building the capacity of state and local education agencies to provide inclusive educational services. The project focused on four states (Pennsylvania, Missouri, New Mexico, California) as partners for the Consortium's intensive, state-local technical assistance and policy efforts. Introductory material presents elements of the Consortium's approach and a summary of its objectives and activities. Following sections of the report discuss factors affecting implementation of the Consortium's work scope; procedures; state and local interventions and technical assistance; coordination among statewide systems change grants; products developed and disseminated; collaboration and dissemination activities; and project impact. Among 7 recommendations are the following: (1) the Office of Special Education Programs (OSEP) should continue to fund 5-year, technical assistance projects; (2) OSEP should focus such funding on issues related to systems change and the links between policy and practice; and (3) OSEP should increase attention to the educational needs of students with significant disabilities. (Contains 20 references.) (DB)

ED 465 234   EC 308 990

Petroff, Jerry G.
National Transition Follow-Up Study of Youth Identified as Deafblind: Parent Perspectives. NTAC Briefing Paper.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 01
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Basic Skills; Community Programs; *Deaf Blind; *Education Work Relationship; Followup Studies; Graduate Surveys; High Schools; Literacy Education; *Parent Attitudes; Quality of Life; Student Experience; Student Needs; *Transitional Programs; Work Experience Programs

This study surveyed the parents/guardians of 97 youth (ages 18-24) throughout the United States who are deaf-blind and who left school in June 1996. The survey was conducted 18 months after these youth had left school. Following an introduction, this report first presents findings related to characteristics of the youth in the areas of communication, reading, mobility, health, and behavior. The next section presents data on secondary school experiences including last educational placement, related services, work experience in secondary education, and planning for transition. The section on post-school life addresses further education, support services, community involvement, living arrangements, and employment. The final two sections provide information on parental satisfaction, consider implications of the study, and offer recommendations. Among these seven recommendations are the need to provide services that promote communication development, that promote the development of literacy, that provide for education with nondisabled peers, that offer real job experience with community-based vocational training, and that provide person-centered transition planning beginning no later than age 14. (Contains 75 references.) (DB)

SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 01
NOTE- 6p.; In: A System of Care for Children's Mental Health: Expanding the Research Base. Proceedings of the Annual Research Conference (14th, Tampa, FL, February 25-28, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; *Behavior Disorders; *Behavior Rating Scales; Elementary Secondary Education; *Emotional Disturbances; Evaluation Methods; Interrater Reliability; *School Counselors; Student Behavior; Student Evaluation; *Teacher Expectations of Students; Test Validity
IDENTIFIERS- *Behavioral and Emotional Rating Scale

This report discusses the outcomes of a study that investigated the consistencies and the differences revealed among teachers and school counselors when using the Behavioral and Emotional Rating Scale (BERS) to rate the strengths of children at three separate school levels: elementary, middle, and high school. The sample included 60 children (ages 8-17) suspended from Washington, D.C. area public schools for committing a serious behavioral transgression and placed in an alternative school. Findings suggest that the overall assessment instrument is comprehensive. Analysis of results showed significant convergent validity among raters. However, ratings from both teachers and counselors contained significant amounts of variance and correlated highly with total subscale score. In addition, analysis of the subscale means revealed sources of differences or uniqueness in responses by different informants. Counselors rated children higher on specific family involvement items, and the teachers gave higher scores on school functioning. The most striking results were the consistent differences between school levels in reports by teachers and counselors on almost every subscale. In many instances children at the middle school grade levels were rated as much as 3 points below the normative mean, while elementary school children scored 3 points above the mean. (Contains 12 references.) (CR)

ED 465 253 EC 309 009

Eber, Lucille; Lewis-Palmer, Teri; Pacchiano, Debra
School-Wide Positive Behavior Systems: Improving School Environments for All Students Including Those with EBD.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 02
NOTE- 6p.; In: A System of Care for Children's Mental Health: Expanding the Research Base. Proceedings of the Annual Research Conference (14th, Tampa, FL, February 25-28, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Change; *Behavior Disorders; *Behavior Modification; Behavior Problems; Behavior Standards; Discipline Policy; *Educational Environment; Elementary Secondary Education; *Emotional Disturbances; Intervention; *Positive Reinforcement; Program Effectiveness; Program Evaluation;

include developing a discussion area in which learners can practice writing poems or express their perceptions of a poem; surveying students about their favorite poem of the month; creating a homework area; and promoting portfolios. (SM)

ED 465 273 FL 027 292

Manu'atu, Linita; Kepa, Mere
A Critical Theory to Teaching English to Speakers of Other Languages (TESOL): The Promising Focus for Indigenous Perspectives.
PUB DATE- 01
NOTE- 15p.; Paper presented at the Annual Meeting of the Pacific Second Language Research Forum (Honolulu, HI, October 4-7, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Consciousness Raising; *Cultural Awareness; *Culturally Relevant Education; *English (Second Language); Foreign Countries; Immigrants; *Indigenous Populations; Maori (People); Second Language Instruction; Secondary Education
IDENTIFIERS- New Zealand; *Teachers of English to Speakers of Other Languages; Tonga; Tongan

This paper presents various issues surrounding the education of immigrant students from the tropical islands north of Aotearoa-New Zealand, particularly the Kingdom of Tonga. It argues that technocratic approaches to practice in an urban, English-speaking, coeducational secondary school requires transformation into much more inclusive programs that consider historical, social, economic, and political contexts if students are to actively understand and be involved in their education, school, and society. The paper stresses the importance of valuing students' language and culture by focusing on the partnership between a "discourse of technocratic pedagogy" and indigenous ways of thinking about the world (that is, learning and teaching as a partnership in which the teacher and students are critically aware and proud of their language, beliefs, traditions, values, and priorities, thus creating a richer pedagogical context). The perspective is that critical awareness is part of a process by which they can come to understand more deeply possible connections between technocratic pedagogy and political, social, and economic forces and how their own culture can be accented or marginalized by the mass media, economic institutions, and educational institutions within the dominant New Zealand European/Palangi society. (Contains 17 references.) (SM)

ED 465 274 FL 027 293

Kingwell, Gail; Clarke, Dan
English as a Second Language: Senior High Guide to Implementation.
PUB DATE- 02
NOTE- 134p.; Written with input from Alberta teachers and Alberta Learning staff. Hand written material may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Communication Skills; *English (Second Language);

(Individual papers contain references.) (SM)

ED 465 293 FL 027 344

Sabish, Christine
The Cloud around Development and Exploiting CALL Material.
PUB DATE- 01
NOTE- 9p.; Paper presented at the Conference on Computer Assisted Language Learning (Exeter, England, United Kingdom, September 1-3, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *English (Second Language); Language Teachers; Second Language Instruction; Second Language Learning; Teaching Methods
IDENTIFIERS- *Computer Assisted Language Learning

English language educators must be able to develop and exploit self-made computer assisted language learning (CALL) materials specific to their course syllabi and student needs. This paper explains that unless educators develop a bond with technology, they will not be able to use published CALL material or develop their own CALL material. Through education and hands-on experience, educators must come to terms with the power of the computer and its role in language learning. The paper discusses two dilemmas to overcome (acknowledging the impact of CALL on language learning and acknowledging fear associated with computers). It suggests a plan to train educators to develop CALL material suitable for their students language learning needs. The plan includes five units: guaranteeing a learning environment, understanding the educator and computer partnership, identifying the educators and programmers role in CALL, identifying who does what in the development of a CALL program, and ensuring evaluation throughout the creation and implementation process. The paper concludes that English language educators must take on a more active role in the CALL environment, and this training should make them able to integrate the computer into teaching and develop various CALL materials. (Contains 11 references.) (SM)

ED 465 294 FL 027 345

Huang, Xiaozhao
Intensifying Modifiers for Chinese Modal Verbs.
PUB DATE- 00
NOTE- 15p.; Earlier version of paper presented at the Annual Southeastern Conference on Linguistics (62nd, Oxford, MS, April 6-8, 2000).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Chinese; Tenses (Grammar); *Verbs
IDENTIFIERS- *Modals (Verbs)

While English modal verbs have been studied extensively, Chinese modal verbs have only been analyzed in a general way. A discussion of the six properties of Chinese modal verbs by Li and Thompson (1981, 1997) examined this area, though some of the properties that they proposed appear to be inaccurate or

Education; *Public Education; *Resource Allocation; State
Programs; Universities
IDENTIFIERS- *Texas

This document is the fifth in a series of biennial reports on appropriations for developmental education in Texas. Overall general revenue appropriations for developmental education increased from $182.8 million in the 2000-2001 biennium to $184.8 million in the 2002-2003 biennium. Appropriations in the 1998-1999 biennium were $38.5 million. From the 2000-2001 to the 2002-2003 biennium, the amount of developmental instruction provided increased by 1.8% in community colleges, by 3.9% in universities, 4.3% in the Texas State Technical College System, and 4.6% in the Lamar State Colleges, for an overall statewide increase of 1.5%. More than 88% of developmental instruction takes place in 2-year colleges, and 65% of developmental instruction costs are for mathematics, with the balance split about equally between reading and writing. The percentage of appropriations for developmental education as a percentage of appropriations for lower-level instruction varies significantly throughout the state, from 3.3% in Central Texas to nearly 14% in the Upper Rio Grande Valley. An appendix contains a table of developmental education appropriations as a percentage of lower-division instruction for individual institutions in the Texas system. (SLD)

ED 465 315   HE 034 951

Higher Education in Texas: 2000 Status Report.
PUB DATE- 01
NOTE- 23p.; For the 1994 status report, see ED 368 309.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141)
DESCRIPTORS- *Access to Education; Educational Finance;
Educational Planning; *Educational Quality; *Enrollment Trends;
*Financial Support; *Higher Education; *Research; Status
IDENTIFIERS- *Texas; Texas Higher Education Coordinating Board

This report on the status of higher education in Texas covers enrollment trends, quality and access, research, campus planning, funding, and Texas Higher Education Coordinating Board activities. The first section, Participation and Success, looks at enrollment and participation trends and factors affecting participation in higher education. The second section, Meeting Workforce Needs, discusses the demands of the economy for workers in various areas and the efforts Texas is making to meet labor force requirements. The third section, Funding, describes the allocation of the $12.5 billion all funds appropriation for higher education and other sources of funds. New Trends in the Delivery of Higher Education, the fourth section, discusses supply and demand pathways and the increasing role of distance education. The final section, Statewide Planning Efforts, describes the new plan adopted by the Coordinating Board for Higher Education to bring Texas higher education into the new century. (Contains 10 tables.) (SLD)

ED 465 316   HE 034 952

An Overview of Article III and Article XII, Senate Bill 1, 77th Legislature: General Appropriations Act--Agencies of Public Higher Education.

of two districts in the national "Closing the Gap" program did not seem to increase this growth. Four appendixes contain tables and figures of supporting data. (Contains 20 tables, 39 figures, and 19 references.) (SLD)

ED 465 335 HE 034 985

Jakubowski, Terrance G.; Dembo, Myron H.
Social Cognitive Factors Associated with the Academic Self-Regulation of Undergraduate College Students in a Learning and Study Strategies Course.
PUB DATE- 02
NOTE- 53p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Anxiety; Change; Higher Education; *Learning Strategies; Measures (Individuals); Self Efficacy; *Social Cognition; *Study Habits; *Undergraduate Students
IDENTIFIERS- Identity (Psychological); *Self Regulation

The purpose of this study was to examine the relationships among academic achievement, academic self-regulation, and four social cognitive characteristics: (1) self-efficacy; (2) anxiety; (3) identity style; and (4) stage of change. Participants were 210 college students enrolled in a learning and study strategies course at a private research university. Self-regulation was significantly related to academic achievement. Self-efficacy, stage of change, and identity style were not directly related to academic achievement, but were significantly related to self-regulation. Path analyses found that the relationships between the social-cognitive factors and academic achievement were mediated by self-regulation. (Contains 2 figures, 7 tables, and 65 references.) (SLD)

ED 465 336 HE 034 986

Ruban, Lilia; McCoach, D. Betsy; Nora, Amaury
The Differential Impact of Pre-College and Self-Regulatory Factors on Academic Achievement of University Students with and without Learning Disabilities.
PUB DATE- 02
NOTE- 51p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Aptitude Tests; College Preparation; Grade Point Average; Higher Education; *Learning Disabilities; Models; Prediction; *Student Characteristics; *Undergraduate Students
IDENTIFIERS- *Self Regulation

Even though research on academic self-regulation has proliferated in recent years, no studies have investigated the question of whether the perceived usefulness and the use of standard self-regulated learning strategies and compensation strategies provide a differential prediction of academic achievement for nonunion). CAOs (n=365) that were randomly selected from 2,124 institutions responded for a response rate of 73%. The National Survey of Faculty Performance Evaluation in Four-Year Colleges and Universities provided 66 evaluative items and a 5-degree scale for measurement. The results indicate that masters institutions have the highest mean score on college service and community service subscales, although they were tied with research institutions on overall performance. Baccalaureate institutions ranked highest on teaching performance. Public institutions have higher mean scores than private institutions. ANOVA procedures reveal no significant differences for teaching or college service performance, but significant differences for community service, scholarship, and overall faculty performance. Items used most frequently to evaluate each area are listed. The survey is attached. (Contains 37 tables.) (SLD)

ED 465 357 HE 035 007

Aleman, Ana M. Martinez; Salkever, Katya
Multiculturalism and the Liberal Arts College: Faculty Perceptions of Pedagogy.
PUB DATE- 02
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; *Cultural Activities; Educational Philosophy; Higher Education; *Liberal Arts; *Multicultural Education; *Teacher Attitudes; Teaching Methods

This is a qualitative study of faculty perceptions of the relationship between pedagogy, liberal education, and multiculturalism. The incompatibility of liberal education and multiculturalism ground this study along with the assertion that teaching and learning are central to the liberal education mission. Nineteen faculty members participated in interviews. The findings suggest that the lack of coherence between institutional mission and multiculturalism, the absence of agreement of faculty and administration on the role of multiculturalism in liberal education, and a variety of epistemological positions characterize faculty views of teaching and learning at a liberal arts college struggling to attain pluralistic community. The interview protocol is attached. (Contains 17 references.) (SLD)

ED 465 358 HE 035 008

Hewings, Martin, Ed.
Academic Writing in Context: Implications and Applications. Papers in Honour of Tony Dudley-Evans.
PUB DATE- 01
NOTE- 245p.; Published by University of Birmingham Press.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *College Faculty; *Higher Education; *Scholarly Writing; Writing (Composition); Writing for Publication; *Writing Instruction

The papers in this volume were collected to honor T. Dudley-Evans on his retirement from the University of Birmingham. They explore a number of themes of current interest to those engaged in English language teaching and academic writing. The papers are: (1) Introduction (Martin Hewings); (2) Distance and

ED 465 378   IR 058 488

Lessig, Lawrence
The Future of Ideas: The Fate of the Commons in a Connected World.
PUB DATE- 01
NOTE- 335p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Censorship; Computers; *Copyrights; Futures (of Society); Information Dissemination; Information Industry; Information Scientists; Intellectual Freedom; *Intellectual Property; *Internet; Patents; Technological Advancement

Stanford University law professor Lawrence Lessig asserts that laws concerning copyright and the Internet have a negative impact on the expression and dissemination of ideas and innovation. Unlike other technologies, the Internet's historical design and technical structure produced an environment that was creative, protected, and free--a place in which new ideas were created from the recombination of music, entertainment, art, and science. Over time, legal structures have arisen that hamstring creativity on the Internet by placing the interests of copyright and patent holders, and large conglomerates over public interests in a free marketplace of ideas. (Includes an index.) (Contains 580 notes including references.) (DSP)

ED 465 379   IR 058 530

Feldman, Sari; Strobel, Tracy
Advancing Your Library's Web-Based Services. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 02
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Access to Information; Adolescent Literature; *Electronic Libraries; Homework; Information Technology; *Library Development; *Library Services; *Public Libraries; Reference Services; User Needs (Information); Users (Information); *World Wide Web
IDENTIFIERS- *Cleveland Public Library OH; ERIC Digests; Web Sites

This digest discusses the development of World Wide Web-based services for libraries and provides examples from the Cleveland Public Library (CPL). The first section highlights the importance of developing such services, steps to be followed for a successful project, and the importance of having the goal of replicating and enhancing traditional library services in an online environment at the core of planning for Web-based services. The second section addresses online circulation services, including CPL's Web catalog, online self-help services, and e-mail notification services. The third section covers reference services, focusing on KnowItNow24X7, a live Web reference service launched by CPL and the CLEVNET consortium. The fourth section describes CPL's online services for young people, including the HomeworkNow reference service, Tutor.com (a commercial Web-based tutoring service), and Vread?

wide commitment to and support of articulation activities, can reduce the obstacles communication students face in the transfer process from two- to four-year institutions. Specific recommendations for faculty, administrators, state systems, and professional associations are offered, as are suggestions for future directions and further inquiry. Appended are the survey and survey letter, institutional information, and selected survey responses. (Contains 18 tables and 64 references.) (Author/EMH)

ED 465 398   JC 020 426

Transfer Capacity and Readiness in the California Community Colleges: A Progress Report to the Legislature.
PUB DATE- 02
NOTE- 56p.; Prepared by the Student Services and Special Programs Division and the Technology, Research, and Information Systems Division. Published by the Enrollment Management Unit. Appendixes not included in ERIC copy.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Articulation (Education); *College Transfer Students; *Community Colleges; Institutional Cooperation; Research Methodology; Transfer Policy; *Transfer Rates (College); Two Year Colleges
IDENTIFIERS- *California Community Colleges

This report provides descriptive data on the transfer function at the 108 individual California community colleges, introduces a new methodology for calculating transfer rates, provides raw and adjusted rates for all colleges, and discusses the assistance provided to enhance effective transfer. Report highlights include: (1) 95% of the colleges self-assessed their transfer function as no less than satisfactory, but the majority also reported the need for additional resources to increase transfer capacity; (2) the chancellor's office developed a new methodology to determine transfer rate that analyzes the behavior of 6-year cohorts of students who demonstrate a desire to transfer; (3) the new transfer rate methodology yielded a systemwide transfer rate of 32% for the 1993-1999 cohort, 24% for the 1994-2000 cohort, and 34% for the 1995-2001 cohort; (4) in the 2000-2001 academic year, there were 4,740 lower-division and 43,160 upper-division transfers to the California State University system; and (5) the most serious current threat to seamless transfer is the fiscal crisis facing the ASSIST project, the official repository of articulation agreements for the public institutions and the linchpin of transfer and articulation information for students. This document discusses systemwide summary data on the transfer function and articulation, transfer rate calculations, transfer number counts, capacity at receiving institutions, persistently low-transfer institutions, and technical assistance. Appended are: (1) 2002-2002 Budget Act Language; (2) Questions and Responses from the Transfer Center Annual Report and the Articulation Addendum, 2001; (3) Colleges with the Greatest Barriers to Transfer; and (4) Quantitative Analysis of Persistently Low-Transfer Colleges, 1993-2001. (Contains 37 tables.) (EMH)

ED 465 399   JC 020 427

IDENTIFIERS- *Curriculum Standards; *South Carolina

This guide shares information about the South Carolina Curriculum Standards with parents. The standards outline state requirements for children's learning, and what students across the state should be able to do in certain subjects. The guide lists seven key reasons for parents to be aware of the new curriculum standards, and then presents a condensed version of the standards for fourth grade in mathematics (numbers and operation, algebra, geometry, measurement, data analysis and probability), English/language arts (reading/literature, listening, speaking, writing, research), science (inquiry and process skills, life science, earth science, physical science), and social studies (history: time, continuity, and change; government/political science: power, authority, and governance; geography: people, places, and environments; economics: production, distribution, and consumption). Listed after the standards for each subject area are sample assessment questions for parents to complete with their children, selected book titles for additional reading, and Web site addresses for extended learning. (EV)

ED 465 418 PS 030 197

A Guide for Parents and Families about What Your 5th Grader Should Be Learning in School This Year. Don't Fail Your Children.
PUB DATE- 01
NOTE- 8p.; For related documents in the "Don't Fail Your Children" series, see PS 030 192-204.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary School Curriculum; English; *Grade 5; Intermediate Grades; Language Arts; Mathematics; *Outcomes of Education; Parent Materials; Resource Materials; Sciences; Social Studies; State Curriculum Guides; *State Standards; World Wide Web
IDENTIFIERS- *Curriculum Standards; *South Carolina

This guide shares information about the South Carolina Curriculum Standards with parents. The standards outline state requirements for children's learning, and what students across the state should be able to do in certain subjects. The guide lists seven key reasons for parents to be aware of the new curriculum standards, and then presents a condensed version of the standards for fifth grade in mathematics (numbers and operation, algebra, geometry, measurement, data analysis and probability), English/language arts (reading/literature, listening, speaking, writing, research, computer/technology), science (inquiry and process skills, life science, earth science, physical science), and social studies (history: time, continuity, and change; government/political science: power, authority, and governance; geography: people, places, and environments; economics: production, distribution, and consumption). Listed after the standards for each subject area are sample assessment questions for parents to complete with their children, selected book titles for additional reading, and Web site addresses for extended learning. (EV)

ED 465 419 PS 030 198

school students with even moderate involvement with substance use and violence/delinquency had poorer overall achievement than groups of students with little or no involvement in these behaviors. For middle school students, behavior and attitudes about harmful behaviors were tightly linked (correlation =.96). High school students' attitudes and behaviors were closely related but not identical. Substance use was closely related to violence/delinquency. Poverty influenced student behavior, attitudes, and academic achievement. School resources did not predict substance use, violence/delinquency, or test scores. Risk and protective factors influenced substance use and violence/delinquency for both middle and high school students. Between 20 and 40 percent of Washington state middle and high school students reported the kinds of attitudes and behavior linked to impaired school performance. Numerous policy implications follow from the findings. Appended is a list of questions from the surveys used. (Contains 82 references.) (KB)

ED 465 437 PS 030 396

Working Together for Kids: Parent Action Guide.
PUB DATE- 02
NOTE- 17p.; For related document in the Worthy Wage Action Packet, see PS 030 372.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Advocacy; Change Agents; Change Strategies; Child Advocacy; *Child Caregivers; *Compensation (Remuneration); Early Childhood Education; Financial Support; Fund Raising; Parent Caregiver Relationship; Parent Materials; *Parents; Work Environment
IDENTIFIERS- Day Care Quality; Public Awareness

This guide presents tools for persuading parents to advocate for increased compensation for their child's care teacher/provider in order to break the link between what parents pay for child care and what providers earn, to advocate for a greater public investment in child care, and to improve the work environment for child care providers. The guide maintains that by working together, providers and parents can create better quality child care and better jobs for child care teachers and providers. Included in this guide is a checklist of actions parents can take in general and in connection with the Worthy Wage Campaign. The guide delineates ways to respond to children's concerns when their care provider leaves. Successful fund raising strategies are then described, including creating an "ad book," holding raffles, conducting a bowl-a-thon, and organizing a direct donor campaign. Suggestions are offered for building coalitions within the community to advocate for child care teachers/providers. The guide incorporates ways to engage the creative spirit to build momentum for the worthy wage movement, including examples of stories and songs and a job shadowing activity to demonstrate the work environment in child care to community leaders. Talking points of policy advocates are also presented. The guide concludes with a "to do" list for parents to make a commitment to the Worthy Wage Campaign and increase their own professionalism, advocacy, and leadership skills. (KB)

PUB DATE- 01
NOTE- 132p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adolescent Development; *Adolescents; Adult Child Relationship; *Community Programs; Conflict Resolution; Empathy; Family Relationship; *Interpersonal Competence; Interpersonal Relationship; Intimacy; Literature Reviews; Parent Child Relationship; Peer Relationship; Program Descriptions; Prosocial Behavior; Self Control; Self Esteem; Sibling Relationship; *Social Development
IDENTIFIERS- Sympathy

Because social competency is an important element for adolescents' healthy development, a central question is what can be done to help adolescents achieve and maintain social competency. This report details antecedents of two key aspects of social competency: quality social relationships and good social skills. For each social relationship and social skill, research evidence is presented from individual-, family-, peer-, and community-level factors shown to relate to the development of quality social relationships or good social skills. Intervention programs demonstrating improvements in adolescents' social relationships or skills are also described. Social relationships considered are in the family domain (parents, siblings, grandparents, other family members) and non-family domain (peers, other adults). Social skills described are interpersonal (conflict resolution, intimacy, prosocial behaviors) and individual attributes (self-control, social confidence, and empathy/sympathy). The emphasis is on evaluation studies implementing rigorous experimental designs and longitudinal studies examining predictors of social relationships/skills using multivariate analyses. The report restricts attention to studies assessing outcomes during adolescence. The report concludes by noting that important antecedents to quality social relationships include a positive parent-child relationship, parenting style, low family discord/parental divorce, and proximity to non-familial adults and peers. Antecedents of good social skills include individual characteristics of warmth and friendliness, nonverbal intelligence, responsive parenting, and sibling availability. Few experimentally-evaluated programs have attempted to increase relationship quality but several have attempted to increase social skills. The paper identifies future research directions. (Contains 324 references.) (KB)

ED 465 456 PS 030 430

Redd, Zakia; Cochran, Stephanie; Hair, Elizabeth; Moore, Kristin
Academic Achievement Programs and Youth Development: A Synthesis.
SPONS. AGENCY- Edna McConnell Clark Foundation, New York, NY.
PUB DATE- 02
NOTE- 103p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Adolescent Development; Adolescents; Child Health; Child Safety; Children; Elementary Secondary Education; High Risk Students; Models; Participant Characteristics; Program Descriptions; Program Effectiveness; Program Evaluation; *Well Being; *Youth Programs
IDENTIFIERS- Program Characteristics; Self Sufficiency

Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Ability Identification; Check Lists; *Child Advocacy; *Child Rearing; Children; Educational Environment; Elementary Secondary Education; Family Environment; *Gifted; Maturity (Individuals); Parent Child Relationship; Parent Education; Parent Empowerment; Parent Materials; *Parent Participation; Social Development; Special Programs; *Student Characteristics; Student Placement; Talent

Noting the unique skills required of parents with gifted/talented children, this book serves as a "portable support service" for parents who are faced with the overwhelming task of understanding and nurturing their gifted children. The guide describes the history and current models of gifted education, characteristics and needs of gifted children, and problems that may arise. The text includes many checklists and anecdotes, and each chapter is followed by a list of recommended resources for parents. Chapter 1 is a historical summary of the treatment of gifted children in America. Chapter 2 reviews various definitions and ways of identifying giftedness, and notes groups of children whose giftedness is prone to being overlooked. Chapter 3 addresses challenges of living with gifted children and offers advice for parents on endless questions, the gap between a child's intellectual and emotional ages, super sensitivity, and integrating physical activity and relaxation into a child's life. Chapter 4 deals with problems that may arise, particularly overexcitability and perfectionism, and includes a list of ten tip-offs to trouble, followed by ways to help. Chapter 5 describes various kinds of school programs and options for parents who are dissatisfied with the school situation. The final chapter is on advocacy, from the classroom to the state level. The guidebook concludes by answering a list of 15 questions parents ask and providing more resources for parents as well as a bibliography for each chapter. (KK)

ED 465 475   RC 022 432

Dick, Alan
Village Science. Teacher's Edition and Student Edition.
PUB DATE- 97
NOTE- 271p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Alaska Natives; American Indian Education; Elementary Secondary Education; Mechanical Skills; Outdoor Education; *Relevance (Education); Rural American Indians; *Rural Education; School Community Relationship; *Science Curriculum; Science Instruction; Teaching Guides
IDENTIFIERS- Alaska; Indigenous Knowledge Systems; *Place Based Education; *Subsistence Lifestyle; Tools

This science curriculum was written to inspire rural Alaskans, primarily Alaska Natives, to find science in their local environment. The author lived a subsistence lifestyle in the Alaskan bush for over 30 years and claims that understanding science has often kept him from being stuck out in the woods. Section 1, Skills, Tools, and Craftsmanship, contains seven chapters covering cutting and drying fish; sharpening tools; nails, pegs, and lashings; falling trees and small-scale

$2,625, while the average additional cost per credit was $8-171. The students surveyed selected 26 equipment and garment items as "most needed" from a list of 111 items. The total cost of the 26 items was $1,795, and most were already owned by respondents. The cost of wilderness first aid certification averaged $570. These extra costs seem excessive in a field where entry-level salaries for college graduates fall below the national average. The roots of the problem lie in the field's nontraditional origins and the biased perceptions of academic departments about outdoor experiences. Solutions might involve outside funding or lobbying to expand coverage by departmental budgets; either option has ethical and programming consequences. (SV)

ED 465 491 RC 023 585

Gerckens, Ann E.
Columbus Outdoor Pursuits: A Model Structure for Volunteer Based Outdoor Pursuits Programs.
PUB DATE- 00
NOTE- 20p.; Proceedings of the 14th Annual International Conference on Outdoor Recreation and Education (Oxford, Ohio, November 7-12, 2000); see RC 023 583.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrative Organization; Nonprofit Organizations; Outdoor Education; Outdoor Leadership; *Program Administration; Program Descriptions; *Recreational Activities; Risk Management; *Voluntary Agencies; Volunteer Training; Volunteers
IDENTIFIERS- Outdoor Recreation

Columbus Outdoor Pursuits (COP) is a volunteer-based nonprofit organization in Ohio that has offered outdoor educational and recreational opportunities to its members for 63 years. COP day and trip programs focus on outdoor activities such as bicycling, kayaking, hiking, and rock climbing. In addition, COP offers classes in the skills required for such activities and training for trip leaders. During the 12-month period ended July 1999, COP offered 721 day trips, 67 weekend trips, and 15 longer trips or programs for a total of 41,738 trip-participant-days. This paper describes the structure and administration of the organization, as well as some of its major events. Sections on the organization and its administration cover the mission statement, members and their responsibilities, requirements for being a trip leader, leader responsibilities, leadership training and organizational support for leaders, the role of volunteer "activity chairs" who administer individual activities or projects and recruit trip leaders, the duties of the executive board and its officers, duties of four paid employees, how the bills are paid, the monthly newsletter, and the recruitment and training of volunteer successors. Classes are listed, and major events are briefly described. Appendices present the organizational structure and some of COP's operating guidelines and policies, including details on risk management. (SV)

ED 465 492 RC 023 586

Poff, Raymond; Stuessy, Tom
Whitewater Kayaking Instruction: Skills and Techniques.

briefly described that builds upon advances in science focused on quality of life and for which electronically networked communities for career development could be in an ideal preferred scenario. Third, brief comments are made about "bright light ideas" resulting from a preliminary analysis of "Preparing Tomorrow's Teacher To Use Technology" (PT3) projects and a few related activities. Fourth, conclusions with recommendations are presented for five topics: career development in formal education in traditional format; career development e-paradigms; VQ to create career development in electronically networked communities format; student technology assistants; and human resources development. (Contains 11 references.) (YLB)

ED 465 026 CE 083 246

Beder, Hal; Medina, Patsy
Classroom Dynamics in Adult Literacy Education. NCSALL Reports.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. Div. of Adult Education and Literacy.
PUB DATE- 01
NOTE- 128p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Basic Skills; *Classroom Communication; Classroom Research; *Classroom Techniques; Educational Environment; Educational Finance; Educational Research; Group Discussion; *Group Dynamics; Learner Controlled Instruction; *Literacy Education; Qualitative Research; Student Behavior; *Teacher Student Relationship

A qualitative study provided a detailed description of classroom behavior by observing 20 adult literacy classes in 8 states and interviewing teachers of these classes. The methodology used was grounded theory, in which data were collected from a limited sample of cases (classes) and analyzed to find commonalities, themes, and categories that describe the phenomenon in question. Based on classroom observation, researchers divided the content and structure of instruction into these two general types: discrete skills instruction (found in 16 of 20 classes) and making meaning instruction. Despite a proclaimed emphasis on meeting learners' needs, little evidence was seen of teachers systematically assessing learners' needs or evaluating whether instruction was meeting individual or group needs. Seven classroom processes were identified that were important to understanding what happens in adult literacy education classrooms: sanctioning, engagement, directing, correcting, helping, expressing values and opinions, and community. Classroom dynamics were shaped by these three strong forces: classroom composition, enrollment turbulence, and funding pressure. The following sections are appended: Engagement; Literacy Acquisition; Teachers' Knowledge and Classroom Practice; and Continuous Enrollment and Mixed Skill Levels. (Contains 82 references, 2 tables, and 1 figure.) (YLB)

ED 465 027 CE 083 247

Luciani, Teresa
Second NALL Bibliography on Informal and Non-Formal Learning. NALL Working Paper.
SPONS. AGENCY- Social Sciences and Humanities Research Council of

vocational training", and Agora Thessaloniki; (2) reporting and facilitating a concerted approach (reporting on developments in vocational education and training; reporting on lifelong learning; policy support for new initiatives at the European Community level; the training of trainers network; the information and computer technology learning platform; the European form on transparency of vocational qualifications; the European quality forum); (3) exchange and supporting partners (the community study visits program; familiarization of candidate countries); (4) information, communication, and dissemination; and (5) Cedefop's directorate and administration, facilities, and resources. The following items are appended: Cedefop's medium-term priorities and operational guidelines (for 2000-2003); Cedefop's activity-based budget for 2002; Cedefop's organizational chart; discussions of cooperation between Cedefop and the European Training Foundation (ETF) and among Cedefop, the ETF, and Eurydice; a list of new Cedefop publications for 2002; and a table detailing the relationship between Cedefop's operational guidelines and medium-term priorities for 2000-2003 and Cedefop's activities in 2002. (MN)

ED 465 043 CE 083 275

Levine, David I.; Belman, Dale; Charness, Gary; Groshen, Erica L.; O'Shaughnessy, K. C.
How New Is the “New Employment Contract?” Evidence from North American Pay Practices.
PUB DATE- 02
NOTE- 261p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Contracts; Education Work Relationship; *Employer Employee Relationship; Employment Opportunities; *Employment Patterns; *Employment Practices; Equal Opportunities (Jobs); Foreign Countries; Fringe Benefits; Human Capital; Imports; Influences; Job Layoff; Job Security; *Labor Market; Longitudinal Studies; Models; Predictor Variables; Questionnaires; *Salary Wage Differentials; Small Businesses; Social Theories; Tenure; Theory Practice Relationship; Trend Analysis
IDENTIFIERS- Current Population Survey; Deregulation; Japan; *North America

Evidence from North American pay practices was used to examine the question of whether the “old employment contact,” according to which employees promised to exchange hard work for job security, has truly been replaced by a “new employment contract” based more on market forces. The study analyzed data from the following sources: (1) the Current Population Survey (CPS) with Benefits Supplements; (2) a survey by the Hay Consulting Group; (3) the Cleveland Salary Survey (CSS); (4) the Indiana/Japan data set; and (5) the Fairness Survey. The study documented the rising overall inequality in wages that others have observed. The rising returns on skills emerged as the main change in the labor market in recent years. Little evidence was found to support the theory that shocks to product markets (deregulation and rising imports) or to labor markets (local unemployment rates and wage rates) affect the level of wages paid by large employers. The following items are appended: an illustrative model of human capital theory; discussions of the study data sets; a discussion of whether

identified, and government, employer, institution, and individual roles in achieving the vision for learning were delineated. The background paper "Learning in the 21st Century: Key Issues and Questions" (Graham S. Lowe) is appended. (MN)

ED 465 060   CE 083 303

Duxbury, Linda; Higgins, Chris
Work-Life Balance in the New Millennium: Where Are We? Where Do We Need To Go? CPRN Discussion Paper.
SPONS. AGENCY- Human Resources Development Canada, Ottawa (Ontario).
PUB DATE- 01
NOTE- 93p.; The 1991 and 2001 surveys were funded by the National Health Research and Development Program (NHRDP), Social Sciences and Humanities Research Council (SSHRC), National Centre for Management Research and Development (NCMRD) and Health Canada. Project also funded by Nestle Canada Inc.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Change Strategies; Employed Parents; *Employer Employee Relationship; *Employment Practices; *Family Work Relationship; Foreign Countries; Government Role; Job Performance; *Life Satisfaction; Mothers; National Surveys; Organizational Change; Organizational Climate; Organizational Effectiveness; Performance Factors; Policy Formation; Productivity; *Public Policy; Quality of Life; Role Conflict; Sex Differences; Trend Analysis; *Work Attitudes; Work Environment
IDENTIFIERS- *Canada

The effects of three types of work-life conflict in Canada were examined by using data from a set of work and family studies that were conducted in 1991 and 2001. The studies focused on the effects of the following types of conflict: (1) work overload; (2) work-to-family interference (where work gets in the way of family); and (3) family-to-work interference (where family gets in the way of work). The findings were deemed representative of the population of employees working for medium and large public and private organizations in Canada. The following are among the key findings emerging from an analysis of both datasets: (1) work-life conflict increased markedly during the 1990s; (2) parenthood remains more difficult for women than for men; (3) work-life conflict has a negative impact on organizational performance and on employees; (4) employees with high work-life conflict make more use of Canada's health care system; (5) role overload increases when role demands accumulate; and (6) work-to-family interference increases when role demands conflict. The study yielded 27 recommendations for employers, employees and their families, unions, and governments. A list of 37 publications documenting the 1991 study is appended. (Contains 65 references, 26 tables/figures, and 21 endnotes.) (MN)

ED 465 061   CE 083 304

Fowler, Zoe; Hodgson, Ann; Spours, Ken
Strategies for Balancing Learning and Earning: Student, Teacher and Employer Perspectives in the Context of Curriculum, 2000.
PUB DATE- 01
NOTE- 45p.; For a related study on "Learning and Earning," see ED 462 600. Study also involved the Kingswood Partnership Research

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. Div. of Adult Education and Literacy.
PUB DATE- 02
NOTE- 95p.; Jim Parker was the Project Officer.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Effectiveness; Administrator Qualifications; Administrator Selection; *Administrators; *Adult Education; Adult Programs; Competence; *Competency Based Education; Instrumentation; Job Performance; *Job Skills; *Management Development; *Mastery Tests; Minimum Competency Testing; Professional Development; Program Improvement; Test Construction; Test Use
IDENTIFIERS- Administrator Competencies

This publication introduces an assessment instrument to help programs implement management competencies. It discusses development of management competencies and describes the Management Competencies Assessment Instrument (MCAI) designed to help managers verify and validate their competencies and use the information for planning professional development and improving programs. (Based on 21 competencies identified in Management Competencies and Sample Indicators for the Improvement of Adult Education Programs (MCSI), MCAI mirrors the format of the management competencies. The first skill area corresponds to the first competency in MCSI. Associated indicators are listed under each competency and rated on a four-point scale from 1--Needs Assistance through 4--Exemplary; additional choices are Not Applicable and Don't Know. The publication provides an overview of types of evidence (performance evaluations, administrative reports, and portfolios) verifying existence of a competency, since in addition to the rating scale for each indicator, the format provides space for the evaluator to record supporting evidence comments. These MCAI uses are discussed: needs assessment, planning for and evaluating professional development, hiring, retention and dismissal, program evaluation, facilitating communication, and systemic change. Appendixes to the 17-page report are MCSI, MCAI with administration instructions, and summary profile for management competencies. (YLB)

ED 465 078 CE 083 335

Sherman, Renee; Dobbins, Dionne; Tibbetts, John; Crocker, Judith; Diott, Michael
Professional Development Coordinator Competencies and Sample Indicators for the Improvement of Adult Education Programs. A Publication of Building Professional Development Partnerships for Adult Educators Project. PRO-NET 2000.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. Div. of Adult Education and Literacy.
PUB DATE- 02
NOTE- 34p.; Jim Parker was the Project Officer.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Effectiveness; *Administrator Evaluation; Administrator Qualifications; *Adult Education; Adult Programs; *Competence; Competency Based Education; *Coordinators; Critical Thinking; Job Performance; *Job Skills; Mastery Tests; Minimum Competency Testing; *Professional

Education; *Information Dissemination; Information Needs; Labor Market; Literature Reviews; Needs Assessment; Performance Factors; Policy Formation; Position Papers; Student Attitudes; Success; Teacher Attitudes; Tech Prep; *Transitional Programs; Vocational Education

Research indicates that the "college for all" policies encouraged by well-intentioned but misguided educators are preventing many students from getting crucial information about how they are doing, seeing the full range of their desirable options, assessing the appropriateness and likely outcomes of available options, and identifying actions that can improve their career outcomes. Educators and students must be made to understand that "college for all" policies stem from popular misconceptions about the desirability of college for everyone and the undesirability of jobs after high school. Educators and students must also understand that changing economic and labor market conditions have led to new rules of college and the labor market (skill demands have increased dramatically, earnings for those with less education have declined, college is more available, and community colleges have open admissions). It is particularly important to realize that students can improve their chances for getting good jobs by having better academic achievement and better noncognitive behaviors, taking vocational courses, getting job placement help from teachers, and working to improve their employment prospects before leaving high school. New policy actions to give students and educators better information and help students make more effective career plans must provide specific guidelines about selecting specific college and labor market options, useful evaluations in the form of tests and ratings, and trusted communication channels that provide authoritative information. (Contains 72 references.) (MN)

ED 465 095 CE 083 380

Roger, Margerit; Nichol, Louise
Workplace Education Practitioners' Forum Summary Report (Winnipeg, Manitoba, Canada, March 4-6, 1999) = Forum des practiciens de l'education en milieu de travail rapport sommaire (Winnipeg, Manitoba, Canada, 4 au 6 mars 1999).
PUB DATE- 99
NOTE- 89p.; Facilitated and documented by Barbara MacKay and Drew Henderson.
LANGUAGE- French; English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Collected Works - Proceedings (021)
DESCRIPTORS- Brainstorming; Competence; Competency Based Education; Conferences; Definitions; Education Work Relationship; Foreign Countries; Glossaries; Labor Force Development; *Professional Development; *Professional Recognition; Skill Development; Teacher Competencies; *Teacher Improvement; Teacher Role; *Trainers
IDENTIFIERS- *Canada; Stakeholders; *Work Based Learning

A forum was conducted to give workplace education practitioners (WEPs) from across Canada the opportunity to have an initial discussion on WEP development and recognition. The forum included presentations by forum participants, forum discussions, and brainstorming sessions on the following and other topics: roles and working contexts of WEPs in different regions of Canada; the basic competencies required of WEPs; different methods of professional development and expertise building; common needs and interests in training and

IDENTIFIERS- Best Practices; *European Union; Information Society

A community initiative (called ADAPT) was intended to help the workforce in European Union countries to adapt to industrial change and prepare for the information society, as well as to promote growth, employment, and the competitiveness of companies in the countries. Between 1995 and 1999, 4,000 projects were funded to transform the ways in which small firms, the organizations that support them, and workers themselves respond to industrial change. An assessment of the ADAPT initiative was structured around the six key messages suggested by the European Commission's "Memorandum on Lifelong Learning," and a study that summarized 60 case studies from the assessment centered on these key messages: the importance of basic skills, investing in human resources, improving delivery and enabling interactivity, valuing experience, more guidance and less teaching, and individual solutions for small business needs. The document contains practical solutions offered from projects in these areas. Lists of acronyms, suggestions for further reading, a project list, and a glossary of terms are included in appendixes to the report. (KC)

ED 465 112 CE 083 450

Illinois Occupational Skill Standards: Information Technology Design/Build Cluster.
SPONS. AGENCY- Illinois State Board of Education, Springfield.
PUB DATE- 02
NOTE- 129p.; Product developer was Earl Godt. For other Illinois Occupational Skill Standards, see ED 443 016-034, ED 448 350-355, ED 454 375-377, CE 082 881-884, CE 083 298-300 and CE 083 451.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Competence; *Competency Based Education; Computer System Design; Data Processing Occupations; Databases; *Information Technology; *Job Skills; Networks; Occupational Clusters; *Performance Based Assessment; Postsecondary Education; Programmers; *State Standards; Systems Analysts; *Technical Occupations; Technical Writing; Technology Education
IDENTIFIERS- Computer Occupations; Data Administration; *Illinois

This document contains Illinois Occupational Skill Standards for occupations in the Information Technology Design and Build Cluster (technical writer, programmer, system analyst, network architect, application product architect, network engineer, and database administrator). The skill standards define what an individual should know and the expected level of performance required in an occupational setting. The standards focus on the most critical work performances for an occupation or occupational area. Each skill standard contains the following components: performance area, performance skill, skill standard, performance elements, and performance assessment criteria. Following an introduction that explains the standards and their components and includes a performance skill-level matrix, the document contains skill standards for the following areas: (1) analysis; (2) system design; (3) visual design; (4) functional design; (5) multimedia production and acquisition; (6) development; (7) testing; (8) implementation; (9) education and training; (10) documentation; and (11) project management. Six appendixes include glossaries of information technology terms and occupational skill standards terms; lists of members of the Illinois Occupational Skill Standards and Credentialing Council, the Communications Subcommittee, and the Information

Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Teachers; *Business Education Teachers; *Labor Turnover; Mentors; National Surveys; Secondary Education; *Secondary School Teachers; Teacher Attitudes; *Teacher Persistence; *Teaching Conditions

A study investigated from a national perspective factors that influence the attrition and retention of newly hired secondary business teachers in the public sector. It also identified factors important to determine a business teacher's interest in continuing or not continuing in the teaching profession. The survey developed for the study consisted of these four sections: educational preparation, teaching experience, skills and interests in teaching, and demographics. Of 424 deliverable surveys, 163 (34%) were returned. Findings were the following: (1) the retention rate of respondents was very good; (2) 86 percent were still teaching; (3) secondary business teachers who initially did not have a strong commitment to the teaching profession were more likely to leave the teaching profession; (4) 54 percent reported their mentoring experience as having a positive influence toward their attitude as a beginning teacher; (5) 43 percent who remained in the teaching profession reported satisfaction with their current teaching positions; (6) participants identified salaries (57 percent), lack of job advancement (30 percent), licensure requirements (26 percent), stress (26 percent), and classroom management issues (26 percent) as major reasons for secondary business teachers leaving the teaching profession; and (7) 5 of 14 factors important to continue teaching (pleasant working conditions, positive teaching experience, sense that they are doing a good job, positive interactions with students, time to complete job responsibilities) differed significantly between teachers who did not enter or chose to leave and those who remained in the teaching profession. (Contains 32 references.) (YLB)

ED 465 130   CG 031 555

Gordon, T. R.; Couture, S. J.; Drefs, M. A.
Career- and Life-Planning Needs of Children and Adolescents.
PUB DATE- 00
NOTE- 11p.; Paper presented at Annual National Consultation on Career Development (NATCON) (26th, Ottawa, Ontario, Canada, January 24-26, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Career Planning; Children; Comprehensive Programs; Elementary Secondary Education; Foreign Countries; *Needs Assessment; *Self Management; *Skill Development; Student Attitudes; *Student Needs
IDENTIFIERS- Calgary Board of Education AB; *Life Planning

The importance of addressing the career- and life-planning needs of Canadian children and adolescents has emerged as a prominent theme in recent studies. Studies of adolescents demonstrate that they are proactive and future-oriented and want to gain information and skills to help prepare them for the transition to adulthood. The purpose of this study was to explore the needs of children and adolescents as identified by students, their parents, and school staff. One elementary-junior high school and one senior high school in Calgary, Alberta, were chosen for this study. The results revealed that students and parents perceived there to be the highest degree of need within the life-planning skills area. School staff, on the other hand, In response to the need for a more rich description of school professionals perceptions of the Instructional Consultation Team (IC-Team) model, interviews and surveys were conducted in one urban school to explore staff members experiences with and perceived impacts of the IC-Team in their school. Several major themes were derived from the analysis of transcripts and surveys. This paper describes in detail these themes and sub-categories derived from the qualitative analysis. The themes expressed are highly encouraging as they reflect many qualities of effective schools and are consistent with the literature on the benefits and outcomes of consultation. Additionally, they support the fact that, once implemented at a high level, the IC-Team does have positive impacts upon staff members, students, and the school as a whole. Suggestions for future research are also presented, including further confirmation of themes with more schools and exploration of similarities and differences among those at differing levels of implementation of the IC-Teams models. (Contains 10 references.) (GCP)

ED 465 153 CG 031 792

Helping Youth Navigate the Media Age: A New Approach to Drug Prevention. Findings of the National Youth Anti-Drug Media Campaign Media Literacy Summit White House Conference Center, June 01, 2002.
PUB DATE- 01
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Alcohol Education; Critical Thinking; *Drug Education; *Drug Use; *Mass Media Effects; Mass Media Role; Prevention; Program Descriptions; *Youth
IDENTIFIERS- *Media Literacy

This report highlights the findings of the 2001 National Youth Anti-Drug Media Campaign Summit. Because the campaigns entire strategy acknowledges the power and influence of the media on Americas youth, it is important and appropriate for the initiative to help young people develop their critical thinking skills by further investigating media literacy. Specifically, a media literacy approach can benefit drug prevention efforts by teaching youth to recognize how media messages influence them; to develop critical thinking; and to foster healthy self-esteem. A media literacy approach to illicit drug abuse prevention should incorporate a constellation of best practices recognized by the media literacy field. Because there are few examples of comprehensive drug prevention programs tied to media literacy skills, it is important to sketch out possible areas for future growth. To this end, three hypothetical examples are presented to help visualize the value of teaching media literacy and drug prevention in a variety of settings: parent-focused, faith-based settings, and evaluation of the Internet. The future of media literacy specific to drug prevention will hinge upon efforts to support educators and practitioners, educate decision-makers and invest in meaningful research. These key ideas include support for practitioners, educating key decision-makers, and investments in research. Contains a list of Web sites to consult for more information. (GCP)

ED 465 154 CG 031 793

competencies; and (4) the process of coordinating writing and reading competencies is an emergent, complex, multidimensional, and dynamic process. (Contains 21 references and 4 figures.) (NKA)

ED 465 173 CS 510 996

Amy, Lori E.
Traumatic Histories, Transforming Futures: Students Writing for the Public Sphere.
PUB DATE- 02
NOTE- 16p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (53rd, Chicago, IL, March 20-23, 2002).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Environment; *Cultural Context; Higher Education; Instructional Effectiveness; Teacher Student Relationship; *Writing Assignments; *Writing Instruction
IDENTIFIERS- *Critical Writing; *Master Narratives; Public Communication; Public Discourse

The literature of the contact zone has done an excellent job of elucidating the ethical demands of the classroom as a hybrid space of variously raced, classed, and gendered subjects discursively engaging across multiple identity boundaries. But a chief concern of one writing teacher is whether and how writing teachers can revise the symbol systems mobilizing the attitudes, beliefs, and actions that structure cultural violence. She wants to extend the discussions of language and identity to ask how teachers might move beyond the classroom space and bring their students' work with refiguring the symbol systems mobilizing cultural violence into the public sphere. However, taking up the challenge to structure the writing classroom as a space that might refigure the symbol systems mobilizing violence is no small task. This paper argues for the transformative potential of critical writing and for the writing classroom as a space of sustained reflection and critical interrogation of and writing about cultural master narratives. According to the paper, M. Bracher's and H. Nelson's theories of language and identity inform the teacher's classroom practice and structure a successful writing project she assigns her students: an analysis of a cultural master narrative and its effects on cultural groups. The paper details how the course functions and discusses some of the student projects. (Contains 13 references and 4 notes.) (NKA)

ED 465 174 CS 510 997

Hardeman, Keith T.; Jefferson, Kurt W.
Team Teaching Political Communication: The 2000 Campus U.S. Presidential Campaign.
PUB DATE- 02
NOTE- 11p.; Paper presented at the Annual Meeting of the Central States Communication Association (Milwaukee, WI, April 3-7, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

Breaking Down the Playground Gates: A Cultural Studies Composition Course on the World of Work.
PUB DATE- 00
NOTE- 13p.; Paper presented at the Annual Meeting of the Michigan College Education Association (October 20, 2000).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Change; *College Curriculum; College Instruction; Course Descriptions; Higher Education; Negative Attitudes; *Skill Development; Student Attitudes; *Student Behavior; *Writing (Composition); *Writing Strategies
IDENTIFIERS- Bowling Green State University OH; *Cultural Studies; Grand Valley State University MI; Owens Community College OH

In first year college composition classes, teachers often encounter "writing-resisters"--students who enact their disrespect, students who feel they are better off flirting, students who refuse to turn in papers. In addition, there are students for whom writing seems irrelevant. Teachers can articulate to students verbally and in syllabi, policies, and assignments reasons for asking them to write, and the expectations for their writing which those reasons facilitate. The included syllabus for "Strategies in Writing," a class first taught at Grand Valley State University and later at Bowling Green State University and Owens Community College, shows a cultural studies approach as a means of challenging students to think and write beyond their life experiences to date and to begin to acquire social and academic skills they will need in global and diverse workplaces, with colleagues of "wildly different" races, ethnicities, and sexual orientations. Through this class, students are encouraged to interrogate and transform their own educations. The structure of this class diffused resistance, and the students performed above professors' high standards. (Contains the syllabus.) (PM)

ED 465 194   EA 031 652

Larson, Kirstin
Commercialism in Schools. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 02
NOTE- 4p.; Digest Number 158.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Business; *Corporate Support; Elementary Secondary Education; Marketing; Public Education; Public Schools; *School Business Relationship
IDENTIFIERS- *Commercialism; ERIC Digests

Businesses are increasingly making inroads into the classroom, particularly in underfunded schools. The dramatic rise in commercial activities in schools has sparked intense public debate, triggering a U.S. General Accounting Office (GAO) report and various regulatory attempts at district, state, and federal levels. This digest offers an overview of commercial activities in schools, discusses ethical and legal issues, offers policy guidelines, and highlights strategies for

However, 25 states have passed P-16 legislation, implementing the system either as a broad, sweeping reform, or as a continuum of incremental changes. Further research is needed on the impact of P-16 on student achievement and appropriate forms of governance and finance. (Contains 12 references.) (RT)

ED 465 214 EA 031 695

Kim, Pyeong-gook
The Rise and Fall of Individually Guided Education, 1969-1979.
PUB DATE- 02
NOTE- 51p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002). A related paper entitled "A Federal Supported Educational Reform Program: Individually Guided Education, 1964-1979" was published in Education and Culture: The Journal of the John Dewey Society, 16(1), 1999.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Class Organization; Elementary Education; *Individualized Instruction; Nontraditional Education; Program Implementation; *School Organization
IDENTIFIERS- *Individually Guided Education; Reform Efforts

Individually Guided Education (IGE) is an alternative to the traditional age-graded form of elementary schooling. In a typical IGE school, the principal shares her/his authority with leaders of units in decision-making domains and reaches decision by consensus. The leader of a unit in turn shares his/her authority with unit teachers in making decisions. The purpose of this study was to explore the change process and change contents in the phases of mobilization, implementation, and institutionalization of IGE. Because of the entrenchment of the present-day graded system, implementation of IGE is rarely done as originally intended because of the different educational backgrounds, conceptions, and traditional forms and practices held by teachers and students. Reformers need to expect that any original plan will be interpreted, modified, and used in accordance with the professional cultures and ideologies extant within and asserted through institutions. To increase the possibility of institutionalizing a large reform program like IGE, staff teachers need to be involved in the decision-making process; administrators need to be aware of teachers' attitudes toward change; and adequate facilities, materials, and financial assistance need to be arranged for. Once institutionalized, IGE should receive follow-up support. (Contains 54 references.) (RT)

ED 465 215 EA 031 696

Morduchowicz, Alejandro
Private Education: Funding and (De)regulation in Argentina. Occasional Paper.
PUB DATE- 01
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Educational Equity (Finance); Elementary Secondary Education; Equal Education; Foreign Countries; Government School Relationship; *Private Education; Private Sector; Privatization; Public Support; *Resource Allocation

ED 465 235 EC 308 991

Parent Perspectives on Communication, Behavioral, and Instructional Strategies for Children and Youth Who Are Deaf-Blind.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 98
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Behavior Change; Communication Skills; *Community Programs; *Deaf Blind; Elementary Secondary Education; Lifelong Learning; Long Term Care; Needs Assessment; *Parent Attitudes; *Social Networks; Social Support Groups; Teaching Methods

From July 30-August 1, 1998, eighty parents and family members from across the country attended a national workshop held in St. Louis, Missouri sponsored by the National Technical Assistance Consortium for Children and Young Adults who are Deaf-Blind and the National Family Association for Deaf-Blind. The workshop, entitled "Going for the Best: Building Excellence and Strength Together," was held in order to generate a list of the most important practices to parents of deaf-blind children of all ethnic backgrounds and ranging in age from infant to young adulthood, in the areas of communication, behavioral issues, and instructional strategies in the education. This brief booklet lists the most important practices indicated by the parents who attended this workshop. The booklet lists 10 strategies each for the areas of communication, positive behavior management, and instruction and program development. Also listed are five strategies for family and social support. Examples of the included strategies are: (1) Each individual who is deaf-blind should be provided a communication facilitator; (2) training should be provided to ensure that a variety of people are able to communicate with the child; (3) all deaf-blind youth and young adults need to be trained in self-advocacy and leadership; (4) service providers and others should know appropriate, current, and positive behavior strategies and supports; (5) a range of housing, supported living, supported and independent work, community, recreation and social options should be available; (6) continued and non-interrupted services needed throughout the life of the deaf-blind individual are needed; and (7) networking opportunities should be provided for families. (DB)

ED 465 236 EC 308 992

Communication at Home and in the Community: Helpful Strategies & Suggestions from Parents & Families with a Child Who Is Deaf-Blind.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 99
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Children; *Communication Skills; *Community Involvement; *Deaf Blind; Family Role; *Interpersonal Communication; *Parent Attitudes; Parent Role

Research Methodology; School Restructuring; Suspension; Teamwork
IDENTIFIERS- Illinois; *Positive Behavioral Support

This report describes the methodology [illegible] initial results of an evaluation of the universal (school-wide) Positive Behavioral Intervention and Support (PBIS) initiative in Illinois, including (1) strategies for establishing research-based practices and data-based evaluation systems in implementation schools; (2) methodology and initial findings of the effect of school-wide systems in 14 individual schools; and (3) implications for enhancing systems of care approaches around students with emotional and behavioral disorders (EBD) and their families. A sample of 14 schools completed school profiles from a group of 30 schools selected by regional coordinators as schools representing a cross-section of PBIS schools in their region. Data indicate schools were successful in utilizing program data to guide interventions that improved student behavior. Results include reduced numbers of in-office discipline referrals, in-school suspensions, and out of school suspensions. Results also suggest that a focus on improving behavior at the universal level can lead school teams to begin establishing systems for effective interventions for students with more intensive and chronic problems. For example, schools reported that when they experience overall reductions in total discipline incidents (i.e., detentions, office discipline referrals, suspensions), teachers and administrators are more capable to explore individual interventions for a lesser number of students. (CR)

ED 465 254   EC 309 010

Massey, Oliver T.; Armstrong, Kathleen; Lattimore, Pamela; Boroughs, Michael; Tucker, Joan; Santoro, Gina
Symposium--The Safe Schools Healthy Students Initiative: The Evaluation Context in District Wide Initiatives.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 01
NOTE- 8p.; In: A System of Care for Children's Mental Health: Expanding the Research Base. Proceedings of the Annual Research Conference (14th, Tampa, FL, February 25-28, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Disorders; *Discipline; Discipline Policy; Elementary Secondary Education; *Emotional Disturbances; Incidence; Prevention; Program Effectiveness; Program Evaluation; *Referral; *School Counselors; School Districts; *School Safety; Urban Schools; Violence
IDENTIFIERS- Pinellas County School System FL

This report discusses the outcomes of two studies that investigated the effectiveness of the Safe Schools Healthy Students Initiative (SS/HSI), a federal grant program designed to promote healthy childhood development and prevent violence and substance abuse. The first study, titled "Results of a Longitudinal Study of Disciplinary Referrals in an Urban School District," evaluated the success of programs funded by the grant in Pinellas County (Florida) schools. It investigated referral patterns over a 3-year period from 1998-2000. While results show that violence does occur in these schools, the frequency of violence appears to be much lower than perceived by the general population. Of the 109,628 students enrolled during the 1999-2000 school year, 42,615 students had at least

Foreign Countries; High School Students; High Schools; Language Proficiency; Program Development; Program Implementation; *Second Language Instruction; Second Language Learning; Student Evaluation; Teaching Methods
IDENTIFIERS- *Alberta

This guide provides teachers and administrators with advice on implementing Alberta Learning's five-level English-as-a-Second-Language (ESL) Senior High School Program of Studies in their classrooms and schools. It draws from the collective expertise of senior high school ESL specialists and classroom teachers and from classroom-based research in the fields of first and second language acquisition. The five chapters include the following: (1) "ESL Students" (e.g., learning ESL, second language learning, developing communicative competence, and language proficiency profile); (2) "Students and the ESL Program" (e.g., ESL Senior High School Program of Studies goals, rationale, philosophy, and organization and levels profiles); (3) "Planning the ESL Program" (e.g., placing ESL students, curriculum connections, cross-curricular units, adjunct language instruction, and language learning strategies); (4) "Planning for Teaching and Learning" (e.g., linking language and content, planning models, and language learning tasks, activities, and exercises); and (5) "Assessment: Putting the Puzzle Together" (e.g., purposes, principles, and kinds of assessment and assessment through the five levels). The guide includes sample forms and units from classroom teachers across Alberta as well as student writing samples. (SM)

ED 465 275 FL 027 294

Chang, Yuh-Fang
Discourse Topics and Interlanguage Variations.
PUB DATE- 02
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Communication Skills; *Communication (Thought Transfer); *Discourse Analysis; *English (Second Language); Foreign Countries; Graduate Students; Grammar; Higher Education; *Interlanguage; *Language Proficiency; Second Language Learning; Transfer of Training
IDENTIFIERS- *Conversation; Taiwan

This study explored the relationship between discourse topics and interlanguage variation, describing the following: relationships between discourse topics and a second language learner's participation in native speaker/non-native speaker (NS-NNS) conversation; relationships between discourse topics and the grammatical complexity, accuracy, and fluency of a second language learner's oral production; and how second language acquisition processes such as language transfer would occur differentially within discourse domains. Data were collected through one Taiwanese graduate student's conversational interactions over time with an English NS and a Japanese graduate student who met regularly to practice English. Six NS-NNS conversation topics were covered. Data were analyzed for dominance, syntactic complexity, accuracy, and fluency. In a second study, six Taiwanese in the United States listed discourse topics they would like to discuss and topics they felt neutral about. Each participant gave a presentation on their topic of choice and completed an interview about their process of selecting and presenting a topic. Transcripts were analyzed for grammatical complexity, fluency, and accuracy.

viewed. This paper concentrates on one of the six properties, which states that Chinese modal verbs cannot be modified by intensifiers such as "hen" (very) or "geng" (even more). It uses data from various written sources in China, including dictionaries, textbooks, reference books, and newspapers. By examining these examples, which contain three types of intensifiers identified by Quirk et al. (1973), this paper argues that most of the Chinese modal verbs can be modified by intensifiers (especially emphasizers and amplifiers), contrary to the claim by Li and Thompson. While some of the modal verbs can be modified by only certain types of intensifiers, a number of Chinese modal verbs can be modified by each of the three types of intensifiers. (Contains 17 references.) (SM)

ED 465 295 FL 027 347

Marx, Sherry
Entanglements of Altruism, Whiteness, and Deficit Thinking: Preservice Teachers Working with English Language Learners of Color.
PUB DATE- 02
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Altruism; *Bilingual Students; *Cultural Differences; Diversity (Student); Elementary Secondary Education; *English (Second Language); Females; Higher Education; Mexican Americans; *Minority Group Children; Preservice Teacher Education; Racial Bias; Racial Differences; Student Teachers; *Teacher Expectations of Students; *Teacher Motivation; Whites
IDENTIFIERS- *Deficit Theory

This study examined the altruistic motivations of nine white, female preservice teachers who spent one semester tutoring English Language Learners (ELLs) of Mexican origin. Data were collected via classroom observations and discussions about their teaching aspirations, the children they tutored, and their own racial identity. Results indicated that although the participants were devoted to children and education, generous with their time, and struggling to share their honest feelings, the deficit thinking that was entangled with their own whiteness pervaded all aspects of their contact with, beliefs about, and expectations for the ELLs of color they tutored. The students they tutored were disadvantaged by the influences of whiteness on their tutors. The paper argues that whiteness is an amalgamation of classism, deficit thinking, and racism that privileges the dominant white group and disadvantages everyone else. The whiteness that affected the study participants continuously worked to draw their attention away from the children's academic needs, instead centering their efforts on usurping the authority of parents, modeling abstract social behaviors, and trying to "save" the children from families and lives they completely misunderstood. (Contains 92 references.) (SM)

ED 465 296 FL 027 348

Tawake, Sandra
Bilinguals' Creativity: Patricia Grace and Maori Culture and Values.

PUB DATE- 01
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Finance; Educational Trends; *Financial Support; *Higher Education; *Resource Allocation; State Legislation; *Teacher Salaries; Trend Analysis; *Tuition
IDENTIFIERS- *Texas

Almost all the funds appropriated to state agencies and institutions of higher education in Texas for the 2002-2003 biennium are provided through Senate Bill 1, General Appropriations Act, 77th Legislature. This report summarizes the higher education portion of that act. The all funds appropriation for higher education for the biennium is $14.6 billion, approximately 12.85% of the total state appropriation. This is $2.1 billion more than was appropriated for higher education in the previous biennium, a 16.3% increase. The general revenue appropriation for higher education for the biennium is $9.8 billion, approximately 15.93% of the total state general revenue appropriations. Approximately $167 million was appropriated for pay raises and increased benefits for nonfaculty higher education staff members, and $40 million was appropriated for additional Tuition Equalization Grants at independent institutions. From tobacco settlement receipts, the Legislature created endowments of more than $1 billion in 1999, primarily for health-related institutions. For the 2002-2003 biennium, proceeds from those endowments and direct appropriations of tobacco settlement receipts will total $91.35 million. New tuition revenue bonds were authorized ($1.1 billion), and debt service for tuition revenue bonds increased by $72 million to $277 million. One appendix contains a table of all fund appropriations for the current biennium, and the other contains a similar table for General Revenue appropriations. (Contains 14 charts and 6 tables.) (SLD)

ED 465 317 HE 034 953

Enrollment Forecasts, 2000-2015: Texas Institutions of Higher Education. Study Paper 27. Revised.
PUB DATE- 01
NOTE- 77p.; For projections for 1997 through 2010, see ED 408 910.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; Educational Planning; *Educational Trends; *Enrollment Projections; *Higher Education; Public Colleges; Trend Analysis
IDENTIFIERS- *Texas

This report contains enrollment projections for public higher education in Texas from 2000 through 2015. Based on current population projections and recent patterns in college and university attendance, enrollment in Texas institutions of higher education is expected to reach well over 1 million students by 2005. This figure represents an increase of more than 72,000 students over 2000 enrollment, producing an annual growth rate of approximately 1.5% during the 5-year period. During the ensuing 5-year period, from 2005 to 2010, enrollments are expected to increase at a rate of 1.3% to provide an additional 66,000 students. For the following 5 years, 2010 to 2015, the growth rate is expected to remain steady, providing an additional 72,000 students. Enrollment after controlling for standardized aptitude measures (such as the Scholastic Assessment Test) and academic level in college. This study reports the development and testing of a model explaining the interrelationships among aptitude measures, self-regulatory variables, and grade point average using structural equation modeling and multiple groups analysis for students with LD (n=53) and students without LD (n=417). Data were gathered using a new instrument survey entitled "Learning Strategies and Social Skills" (Ruban and Reis, 1999). The results indicate that students with LD differed significantly from students without LD in the relationships among standardized aptitude measures, academic level, and the use of standard self-regulated learning strategies and compensation strategies, which, in turn, provided a differential explanation of academic achievement for students with and without LD. These paths of influence and idiosyncrasies of academic self-regulation among students with LD are interpreted in terms of social cognitive theory and research conducted in the field of learning disabilities. (Contains 4 figures, 3 tables, and 79 references.) (SLD)

ED 465 337 HE 034 987

Ruban, Lilia.; Nora, Amaury
Factors Impacting the Academic Status of Undergraduate Students at Four-Year Institutions.
PUB DATE- 02
NOTE- 38p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; College Preparation; Databases; High Achievement; Higher Education; *Learning Strategies; Low Achievement; Mathematics; *Prediction; Sciences; *Student Characteristics; Student Surveys; *Study Skills; *Undergraduate Students

This study examined the predictive validity of precollege variables, such as high school rank, high school mathematics and science preparation, motivation, and self-regulated learning variables in predicting academic achievement status for high- and low-achieving university students using hierarchical logistic regression. The variables used were entered in sequential blocks based on theoretical backgrounds and precious research. The sample included 102 low-achieving students and 226 high-achieving students from a large research university. Survey research methods, with follow-up letters, and the universitys electronic database were used to gather information about the variables and student self-reports of self-regulated learning strategies and study skills. A new instrument, the Learning Strategies and Study Skills Survey, was developed for this study. Findings provide support for the overarching idea that multiple indicators should be used in predicting students academic achievement in college. Accumulated evidence, including findings from this study, indicates that in addition to acquiring knowledge, students should develop self-regulatory competence to achieve at high levels in challenging postsecondary education environments. (Contains 4 tables and 108 references.) (SLD)

ED 465 338 HE 034 988

of Knowledge (Charles Bazerman); (3) The Future Is with Us; Preparing Diverse Students for the Challenges of University Texts and Cultures (Ann M. Johns); (4) Descriptions or Explanations? Some Methodological Issues in Contrastive Rhetoric (Anna Mauranen); (5) "From Evidence to Conclusion: The Case of 'Indicate That'" (Tim Johns); (6) In My Opinion: The Place of Personal Views in Undergraduate Essays (Greg Myers); (7) Analyzing Genre: Some Conceptual Issues (Vijay K. Bhatia); (8) Abstracting from Abstracts (Thomas Huckin); (9) Short Answers in First-Year Undergraduate Science Writing: What Kind of Genres Are They? (Helen Drury); (10) Introductory Textbooks and Disciplinary Acculturation: A Case Study from Cultural Anthropology (Alison Love); (11) Cyberdiscourse, Evolving Notions of Authorship, and the Teaching of Writing (Diane Belcher); (12) Exemplification Strategy in Adam Smiths Wealth of Nations (Willie Henderson); (13) Active Verbs with Inanimate Subjects in Scientific Research Articles (Peter Master); (14) There'll Be Some Changes Made: Predicting Future Events in Academic and Business Genres (Meriel Bloor and Thomas Bloor); (15) Anticipatory It in Academic Writing: An Indicator of Disciplinary Difference and Developing Disciplinary Knowledge (Ann Hewings and Martin Hewings); and (16) Reflections on Collaborative Practice in EAP Materials Production (John M. Swales and Christine B. Feak). Most chapters contain endnotes. (Contains 10 figures, 10 tables, and 327 references.) (SLD)

ED 465 359   HE 035 009

Turner, Caroline Sotello Viernes
Diversifying the Faculty: A Guidebook for Search Committees.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.; Ford Foundation, New York, NY.
PUB DATE- 02
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *College Faculty; *Diversity (Faculty); *Faculty Recruitment; Higher Education; *Teacher Selection

This monograph suggests ways in which an institution can diversify its faculty and facilitate the work of the search committee before a candidate ever reaches the interview stage. It outlines a step-by-step process to improve the likelihood of a successful search, and it recommends items to consider after a hire is confirmed to ensure that the new faculty member will be more likely to stay. The sections are: (1) Before the Search Begins; (2) The Search Process; and (3) After the Search. Appendixes contain a checklist of best practices, a list of leading institutions for minority Ph.D.s, a list of baccalaureate institutions identified as producers of numbers of female doctorates; and a list of Web resources of programs for building diverse faculties. An annotated bibliography lists 59 sources for additional information. (Contains 36 references.) (SLD)

ED 465 360   HE 035 010

Saltz, Robert F.; DeJong, William
Reducing Alcohol Problems on Campus: A Guide to Planning and Evaluation.

interested in young adult books). The fifth section considers possible future steps to offer readers' advisory. The sixth section lists the following tips for advancing Web-based services: commit to 24x7 access to library services; take risks and move quickly; utilize all library resources as well as the Internet; find information partners that complement library service; and use targeted marketing techniques to reach new audiences. (MES)

ED 465 380 JC 020 384

SIAST Education Equity Program: Annual Monitoring Report. July 1, 2000-June 30, 2001.
PUB DATE- 01
NOTE- 41p.; Submitted to Saskatchewan Human Rights Commission, October 2001.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; *Accessibility (for Disabled); College Students; Community Colleges; Cultural Pluralism; Disabilities; Educationally Disadvantaged; *Equal Education; Ethnic Groups; Foreign Countries; Gender Issues; *Indigenous Populations; Minority Groups; Nontraditional Students; Sex Stereotypes; Two Year Colleges; *Womens Education
IDENTIFIERS- *Saskatchewan Institute of Applied Sci and Techn

This Annual Monitoring Report presents the history, policy, and structure of the Saskatchewan Institute of Applied Science and Technology (SIAST) Education Equity Program. This report includes the 2000-2001 long-range goals for participation in the SIAST programs. Since self-identification is voluntary, statistics are assumed to be incomplete. The long-term goal of the program is to achieve a representative student body. In order to achieve this goal, a percentage of seats are allocated for some designated student groups. SIAST offers the program to students in all program areas: Certificate and Diploma, Basic Education, Extension, and Apprenticeship programs. The program includes the following population groups: (1) students of Aboriginal ancestry; (2) students with disabilities; (3) students of visible minorities; and (4) female students in predominantly male programs. The participation goals are based on the Saskatchewan workforce, while the long-term goals are based on the percentage of designated group persons in the working age population as of June 1996. The percentages are as follows: (1) persons of Aboriginal ancestry, 12%; (2) persons with disabilities, 10%; (3) persons of visible minority, Regina--5%, Saskatoon--5%, Moose Jaw and Prince Albert--3%; and (4) women in the workforce, 45%. The report details the policy and its guidelines, participation statistics, and special fund projects and activities. (NB)

ED 465 381 JC 020 404

Tollefson, Terrence A.; Garrett, Rick L.; Ingram, William G.
Fifty State Systems of Community Colleges: Mission, Governance, Funding and Accountability.
PUB DATE- 99
NOTE- 475p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Administrative Organization; *Centralization;

Prentice, Mary
Institutionalizing Service Learning in Community Colleges. AACC Research Brief.
PUB DATE- 02
NOTE- 14p.; Based upon worked supported by the Corporation for National and Community Service under Learn and Serve America Grant Number 00LHEDC001.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Role; College Administration; *Community Colleges; *Curriculum Development; Educational Finance; Grants; Program Implementation; *Program Length; School Community Programs; *Service Learning; Teacher Role; Two Year Colleges
IDENTIFIERS- *Sustainability

This research brief discusses how to integrate service learning into institutional culture, climate, and expectations so that it can be sustained. According to studies in the 1990s, the use of service learning in community colleges increased almost 50% in just a few years. While the number of these programs has grown significantly, not all are sustained by colleges for the long term. Another survey in the year 2000 garnered information about the level of institutionalization of grantee programs at 126 community colleges. More than 70% responded, and this brief illustrates the percentage of affirmative answers according to Curry's (1991) three conditions of institutionalization--structural, procedural, and cultural integration. Responses revealed that: (1) the involvement of the chief executive officer, chief academic officer, and faculty leaders was important in institutionalizing programs; and (2) faculty support and involvement in providing education and training about service learning as well as the support of this strategy as a pedagogical tool, had significant influence on the program's endurance. In general, any program that has the support of only administrators or only faculty will not be institutionalized as easily as programs that have the support of both. This brief also discusses funding for programs and strategies for long-term sustainability, including evaluating the program annually, distributing publicity materials often, and holding recognition events each year. (Contains 31 references/resources and 9 figures.) (EMH)

ED 465 400 JC 020 428

Amey, Marilyn J.; VanDerLinden, Kim E.
Career Paths for Community College Leaders. Leadership Series. AACC Research Brief.
PUB DATE- 02
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Characteristics; Administrator Education; *Career Ladders; College Administration; College Presidents; *Community Colleges; Promotion (Occupational); Two Year Colleges; *Work Experience

This research brief presents the results of a year 2000 survey of community college senior administrators. The study examines career paths and backgrounds, as well as the mechanisms administrators used to upgrade their skills and acquire additional knowledge and training. Results indicate that: (1) the most likely previous position of community college presidents was provost (37%), followed by president of another

A Guide for Parents and Families about What Your 6th Grader Should Be Learning in School This Year. Don't Fail Your Children.
PUB DATE- 01
NOTE- 8p.; For related documents in the "Don't Fail Your Children" series, see PS 030 192-204.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary School Curriculum; English; *Grade 6; Intermediate Grades; Language Arts; Mathematics; Middle Schools; *Outcomes of Education; Parent Materials; Resource Materials; Sciences; Social Studies; State Curriculum Guides; *State Standards; World Wide Web
IDENTIFIERS- *Curriculum Standards; *South Carolina

This guide shares information about the South Carolina Curriculum Standards with parents. The standards outline state requirements for children's learning, and what students across the state should be able to do in certain subjects. The guide lists seven key reasons for parents to be aware of the new curriculum standards, and then presents a condensed version of the standards for sixth grade in mathematics (numbers and operation, algebra, geometry, measurement, data analysis and probability), English/language arts (reading/literature, listening, speaking, writing, research), science (inquiry and process skills, life science, earth science, physical science), and social studies (history: time, continuity, and change; government/political science: power, authority, and governance; geography: people, places, and environments; economics: production, distribution, and consumption). Listed after the standards for each subject area are sample assessment questions for parents to complete with their children, selected book titles for additional reading, and Web site addresses for extended learning. (EV)

ED 465 420 PS 030 199

A Guide for Parents and Families about What Your 7th Grader Should Be Learning in School This Year. Don't Fail Your Children.
PUB DATE- 01
NOTE- 8p.; For related documents in the "Don't Fail Your Children" series, see PS 030 192-204.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary School Curriculum; English; *Grade 7; Junior High Schools; Language Arts; Mathematics; *Outcomes of Education; Parent Materials; Resource Materials; Sciences; Social Studies; State Curriculum Guides; *State Standards; World Wide Web
IDENTIFIERS- *Curriculum Standards; *South Carolina

This guide shares information about the South Carolina Curriculum Standards with parents. The standards outline state requirements for children's learning, and what students across the state should be able to do in certain subjects. The guide lists seven key reasons for parents to be aware of the new

Levine, Lee Ann
Teacher's Perceptions of Parental Involvement: How It Effects Our Children's Development in Literacy.
PUB DATE- 02
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Change Strategies; Elementary Education; Elementary School Students; *Elementary School Teachers; *Emergent Literacy; *Parent Participation; Parent School Relationship; Parent Teacher Cooperation; *Teacher Attitudes

This paper suggests ways of incorporating parent involvement in the elementary school classroom and at home, and presents the findings of a survey study examining how teachers in a New York City school in the Bronx perceived the influences of parental involvement on the development of children's literacy skills. Following introductory remarks, the paper describes the benefits of early parental involvement for children and discusses how parents may be involved in their child's literacy education as well as barriers to becoming involved. The paper then describes the survey study of 20 kindergarten through second-grade teachers regarding their perceptions of parental involvement and ways to actively involve parents. All respondents felt that parental involvement played a crucial part in a child's literacy development. Teachers felt that parents were the children's first and most important role models. Twenty-five percent of the respondents said that parents in their classrooms were actively involved. The number of parents actively involved out of a class of 25 students was about 10. Sixty percent of the teachers said that at least half of their parents were participating in home literacy activities, with 25 percent saying that close to all their parents were involved in home literacy activities. Thirty-five percent of teachers felt they could incorporate more parents into their classroom through activities such as a newsletter or having a guest storyteller. All the teachers reported using newsletters or phone calls to communicate with parents. All teachers identified strategies they would like parents to implement at home with their children to encourage literacy development. (Contains 14 references.) (KB)

ED 465 439 PS 030 411

Weiner, Dana
The Transition of Gambian Children to New York City Public Schools.
PUB DATE- 02
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Childhood Attitudes; Comparative Analysis; Elementary Education; *Elementary School Students; Foreign Countries; Immigrants; Interviews; *Multicultural Education; Parent Attitudes; Parents; *Student Adjustment; Student Needs; *Teacher Student Relationship
IDENTIFIERS- Gambia; *New York City Board of Education

Noting the need to develop strategies to ease the transition of children from families recently arriving in the United States from Gambia into the public school system in New York City, this paper compares the school life in Gambia with that of

Based on the view that programs with a strong academic component may reduce the substantial educational disparities for American students from disadvantaged backgrounds or in chronically underperforming schools and school districts, this synthesis of research on academic achievement programs describes how such programs may help children and adolescents develop strengths and abilities in the areas of education and cognitive attainment, health and safety, social and emotional well-being, and young adult self-sufficiency. The report describes academic-oriented programs for youth that have a rigorous experimental evaluation or a careful quasi-experimental evaluation. Twelve programs are examined, all designed to improve academic achievement, with most participants considered to be at-risk of failing a grade or dropping out of school. Most programs had academic achievement as a component rather than the program's sole focus, were conducted after school, and were community-based. Experimental studies found that impact of academic achievement programs were mixed and varied considerably across programs. Programs focusing primarily on a particular outcome and including an academic component appeared to be more effective at improving that outcome than programs focused exclusively on academic achievement. Quasi-experimental evidence suggested that youth participating in programs longer and more intensively did better than those participating for a shorter time or less intensively, and that programs with a strong academic focus were more consistently effective at improving academic outcomes. The report identifies numerous questions for further research. The report concludes by asserting that although programs with at least one strong academic component can improve educational, health, social and emotional, and self-sufficiency outcomes among participants, the effects are not certain and sometimes no impact has been found. The report's two appendices describe the academic achievement programs and their evaluations, and delineate the non-academic programs offered by each program. (Contains 100 references.) (KB)

ED 465 457 PS 030 439

Jekielek, Susan; Moore, Kristin A.; Hair, Elizabeth C.
Mentoring Programs and Youth Development: A Synthesis.
SPONS. AGENCY- Edna McConnell Clark Foundation, New York, NY.
PUB DATE- 02
NOTE- 79p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adolescent Development; *Adolescents; At Risk Persons; Health Promotion; *Mentors; Models; Participant Characteristics; Program Effectiveness; Program Evaluation; *Well Being; *Youth Programs
IDENTIFIERS- Program Characteristics; *Protege Mentor Relationship

The mentoring of youth by adults has been identified as one of the more promising program approaches to promoting positive youth outcomes. This synthesis examines the role that mentoring plays in helping youth develop a broad array of strengths and capacities related to: (1) education and cognitive attainment; (2) health and safety; (3) social and emotional well-being; and (4) self-sufficiency. The synthesis describes five mentoring programs that have undergone an experimental evaluation, three programs with non-experimental evaluations, and two quasi-experimental programs. Many of the programs featured mentoring as a component of a comprehensive evaluation, with mentors logging; guns; chainsaw clutch and chain; and ice picks. Section 2, Shelters, covers wood stoves, wall tents, steambaths, insulation and vapor barriers, and gas lamps and stoves. The final section, Ways and Means of Travel, presents 12 chapters that address piloting a boat, boat design, basic concepts of gasoline engines, dog sleds, snowmachine tracks, snowshoes, and winter trails. A notation at the beginning of each chapter explains which academic standards and scientific concepts are addressed. The information is explained as simply as possible and in a way that is relevant to life in the Alaskan bush, often referring to the way the "old timers" used to do things. Each chapter concludes with activities that take students out into the community to seek additional information from local experts and elders. Student questions and math problems are also included. A final section discusses the science concepts found in the book. The accompanying teacher's edition contains tips and hints for activities and answers to the student questions. (TD)

ED 465 474 RC 022 452

Wasley, Patricia A.; Fine, Michelle; Gladden, Matt; Holland, Nicole E.; King, Sherry P.; Mosak, Esther; Powell, Linda C.
Small Schools: Great Strides. A Study of New Small Schools in Chicago.
SPONS. AGENCY- Joyce Foundation, Chicago, IL.
PUB DATE- 00
NOTE- 88p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Collegiality; Disadvantaged; Educational Change; *Educational Environment; Educational Improvement; Elementary Secondary Education; House Plan; Institutional Characteristics; Minority Groups; Partnerships in Education; *School Effectiveness; *Small Schools; Teacher Role; Urban Schools
IDENTIFIERS- *Chicago Public Schools IL

A 2-year study of small Chicago schools found that small schools, especially small high schools, help students succeed. The study focused on about 150 small schools founded in Chicago during 1990-97 and their progress through 1999. Elementary schools had fewer than 350 students; high schools fewer than 400 students. Quantitative analyses covered demographic data; attendance, retention, and dropout rates; and measures of academic achievement. Ethnographic studies were carried out in eight small schools. Chicago's new small schools served children of color, children from poorer families, and students performing at below-average levels. Schools-within-schools tended to be located in poorly performing schools but attracted the higher achievers in those schools. Teachers had education and experience similar to those of other Chicago teachers. Compared to students in larger schools, small-schools students had better attendance rates, much lower dropout rates, higher grade-point averages, higher high school graduation rates, and lower retention rates at the elementary level. Reading achievement scores increased, and average standardized test scores were holding steady--an improvement since more students were taking the tests. Violence occurred less frequently than in large schools. The intimate environment encouraged learning and increased parent participation and satisfaction and teacher collegiality and job satisfaction. Minimal conditions are outlined for successful start-up and ongoing development of small schools. Cautions and recommendations are offered for

PUB DATE- 00
NOTE- 10p.; Proceedings of the 14th Annual International Conference on Outdoor Recreation and Education (Oxford, Ohio, November 7-12, 2000); see RC 023 583.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Outdoor Education; Recreational Activities; Resource Materials; Safety; *Skills; *Teaching Methods
IDENTIFIERS- *Kayaking

This paper briefly presents ideas and techniques that can facilitate effective whitewater kayaking instruction. Instructors often focus so much on the mechanics of specific skills that they overlook less obvious, but equally important, aspects of instruction. These aspects include the underlying purposes and guiding principles of kayaking instruction. Students' progression in learning and success in kayaking may depend on the teacher's knowledge of and ability to communicate these aspects. Sections of this report cover ice breakers, stretching exercises, orientation to the equipment, students' level of comfort or fear under water, wet exits from the kayak, proper posture, the Eskimo rescue, the instructor rescue, forward strokes, the sweep stroke, the stern draw, the Eskimo roll, and issues of risk and student judgment. A resource section lists seven books and six videos on whitewater kayaking, with brief annotations. (SV)

ED 465 493 RC 023 587

Stenger, Tammie; Ryan, Beth
Processing for Picasso and Other Masters.
PUB DATE- 00
NOTE- 8p.; Proceedings of the 14th Annual International Conference on Outdoor Recreation and Education (Oxford, Ohio, November 7-12, 2000); see RC 023 583.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Experiential Learning; Feedback; *Group Discussion; *Group Dynamics; Interpersonal Communication; Learning Theories; *Outdoor Leadership
IDENTIFIERS- *Critical Reflection; *Debriefing; Facilitators

Group processing after an outdoor experience provides feedback and the opportunity for critical reflection, which can enhance the benefits of the experience. This paper outlines some common problems in processing and suggestions to help outdoor leaders improve their facilitation skills. Common pitfalls that hinder effective processing include over-analyzing the experience, negative comments and feedback that offend other group members, too much talking by the facilitator, waiting too long after the experience, strong emotions, group members divulging too much personal information, and avoiding silence. Facilitators should be aware of their role, remind participants to speak only for themselves, respect each person's right to "pass" on discussion, help learners take responsibility for their own learning, and focus on group needs. Theories and models of processing include the "mountains speak for themselves" model, Outward Bound Plus, types of transfer of learning, and the metaphoric model of processing. The appropriate sequencing of the debriefing is discussed, and various techniques and activities of processing are listed that draw on multiple intelligences and diverse learning styles. (SV)

ED 465 494 SE 064 518

Harding, Juliana M.; Mann, Roger; Clark, Vicki P.
Oyster Reef Communities in the Chesapeake Bay. Virginia Institute of Marine Science Educational Series. CD-ROM .
PUB DATE- 99
NOTE- 0p.; Sponsored by Virginia's Chesapeake Bay Restoration Fund Advisory Committee, VIMS Department of Fisheries Science, and Virginia Sea Grant Program.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Non-print Media (100)
DESCRIPTORS- Ecology; *Instructional Materials; *Marine Biology; Optical Data Disks; Science Instruction; Secondary Education
IDENTIFIERS- *Chesapeake Bay; *Oysters

This CD-ROM, Oyster Reef Communities in the Chesapeake Bay, describes oyster reefs, reef communities, and their roles in the Chesapeake Bay ecosystem. Detailed descriptions of scientific research methods and techniques used to monitor and describe oyster reef communities as well as applications of the resulting data are provided. The CD-ROM was written for science educators (grade 7-12) and members of the general public interested in oyster reefs and oyster reef restoration efforts. (YDS)

ED 465 495 SE 065 141

Lee, Hea-Jin
Enriching the Professional Development of Mathematics Teachers. ERIC Digest.
PUB DATE- 01
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Elementary Secondary Education; *Faculty Development; Mathematics Instruction; *Mathematics Teachers; Teacher Improvement
IDENTIFIERS- ERIC Digests

In recent years there has been growing dissatisfaction with traditional approaches to teacher education. Educators have indicated that teacher education programs are not adequately preparing teachers for future conditions and student needs. The current focus of professional development includes not only teachers but also the many organizations to which they belong. This ERIC Digest focuses on recent strategies for enhancing professional learning as well as developing effective professional development models. Characteristics, critical issues, and strategies of professional development are provided as well as suggestions for the future. (Contains 12 references.) (MVL)

DESCRIPTORS- Action Research; Case Studies; Educational Change; *Faculty Development; Higher Education; *Museums; *Preservice Teacher Education; Science Education

This museum study advances knowledge on science teacher learning that takes place outside of the formal institution or college and describes the types of collaboration and resource sharing that are required to do so. A case study documents a "curriculum for teachers" initiative that evolved out of current science education reform. It highlights a series of resources and approaches that extend the college experiences, not replace them. The report provides an introduction to the museum's infrastructure for working with teachers and teacher education institutions and provides a chronology of the activities of the study. It concludes with a discussion of the preliminary findings and a summary of five salient cornerstones of the work: (1) pay attention to reform policies and standards for science teaching; (2) structure museum learning opportunities in the same ways that formal programs do; (3) exercise scholarship through evaluation, revision, and dissemination of initiatives; (4) respect the mission and vision of partner institutions; and (5) maintain clarity in the fact that this program is not just about institutionalization--ultimately it is about facilitating access to knowledge and resources. (Contains 21 references.) (MVL)

ED 465 519   SE 066 116

Wilson, Jeni; Clarke, David
Monitoring Mathematical Metacognition.
PUB DATE- 02
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; Elementary Secondary Education; Mathematics Education; *Metacognition; *Problem Solving

Metacognition has been accorded a role in both mathematical problem solving and in the learning of mathematics. There has been consistent advocacy of the need for the promotion of metacognitive activity in both domains. Such advocacy can only be effective if the advocated process is well understood. This paper has three goals: to set out a coherent model of metacognition in the domain of mathematical problem solving; to report on the empirical utility (and validity) of this model; and to report the insights into student mathematical metacognition arising from the use of the model in research. (Contains 50 references.) (Author/MM)

ED 465 520   SE 066 118

Munford, Danusa; Zembal-Saul, Carla
Learning Science through Argumentation: Prospective Teachers' Experiences in an Innovative Science Course.
PUB DATE- 02
NOTE- 36p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (New Orleans, LA, April 6-10, 2002).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference

is concluded that educators must confront their personal beliefs and examine how they are affecting students' lives and student performance. (MM)

ED 465 540 SE 066 173

Falk, John H., Ed.
Free-Choice Science Education: How We Learn Science outside of School. Ways of Knowing in Science and Mathematics Series.
PUB DATE- 01
NOTE- 216p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Adult Education; Educational Change; Elementary Secondary Education; *Instructional Innovation; Museums; *Nontraditional Education; *Science Instruction; Science Interests; Science Teaching Centers

This book describes the nature and extent of science learning in America with particular attention to the innumerable sources of science education existing outside the formal education system. Examples are provided from research and practice on how to better understand, facilitate, and communicate about free-choice science learning including policy recommendations for insuring its growth and integration within the complex learning environment of the 21st century. Chapters include: (1) "Free-Choice Science Learning: Framing the Discussion" (John H. Falk); (2) "Who Produces Science Information for the Public?" (Bruce V. Lewenstein); (3) "Achieving Scientific Literacy: Strategies for Insuring That Free-Choice Science Education Complements National Formal Science Education Efforts" (Rodger W. Bybee); (4) "The Use of Time and Space in Assessing the Potential of Free-Choice Learning" (Geoffrey Godbey); (5) "The Effects of Early Childhood TV-viewing on Learning" (John C. Wright, Daniel R. Anderson, Aletha C. Huston, Patricia A. Collins, Kelly L. Schmitt, and Deborah L. Linebarger); (6) "The Acquisition and Retention of Scientific Information" (Jon D. Miller); (7) "Investigating the Role of Free-Choice Learning on Public Understanding of Science: The California Science Center L.A.S.E.R. Project" (John H. Falk, Pauline Brooks, and Rinoti Amin); (8) "Supporting and Documenting Choice in Free-Choice Science Learning Environments" (Robert B. Lebeau, Phyllis Gyamfi, Karen Wizevich, and Emlyn H. Koster); (9) "The First Free-Choice Science Learning Conference: From Issues to Future Directions" (Jessica J. Luke, Betty Dunckel Camp, Lynn D. Dierking, and Ursula J. Pearce); (10) "The Free-Choice Education Sector as a Sleeping Giant in the Public Policy Debate" (Diane B. Frankel); (11) "Supporting Systemic School Science Education Reform in Partnership with Free-Choice Science Learning: A Texas Case Study" (Charlie Walker and Vanessa Westbrook); (12) "Free-Choice Science Learning: Future Directions for Researchers" (Laura Martin); and (13) "A PractitionerOs View on the Value of an Infrastructure for Free-Choice Science Learning" (Ann M. Muscat). (MVL)

ED 465 541 SE 066 174

Polman, Joseph L.
Designing Project-Based Science: Connecting Learners through Guided Inquiry. Ways of Knowing in Science Series.
PUB DATE- 00
NOTE- 220p.; Foreword by Roy Pea.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.

ED 465 567 SE 066 260

All about Solids, Liquids & Gases. Physical Science for Children TM . Schlessinger Science Library. Videotape .

PUB DATE- 00

NOTE- 0p.; For other videotapes in series, see SE 066 251-261. Teacher's Guide is available from http://www.libraryvideo.com. Eleven-volume set can be purchased for $329.45.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)

DESCRIPTORS- *Demonstrations (Science); Early Childhood Education; Elementary Education; Hands on Science; *Matter; *Physical Sciences; Science Activities; Science Instruction; Videotape Recordings

IDENTIFIERS- Gases; Liquids; Solids

In All About Solids, Liquids and Gases, young students will be introduced to the three common forms of matter. They'll learn that all things are made up of tiny particles called atoms and that the movement of these particles determines the form that matter takes. In solids, the particles are packed tightly together and move very little. The particles in liquids are more spread out and move faster. In a gas, the particles are spread even further apart and move even faster. Kids will also discover how matter can change from one form into another when energy is added or taken away. The terms melting point, freezing point and boiling point are introduced and clearly explained. Includes many real-life examples and colorful graphics, along with a fun, hands-on activity that demonstrates how different liquids evaporate at different rates. This program is based on the concepts outlined in the National Science Education Standards for Physical Science: Properties of Objects and Materials, Position and Motion of Objects and Light, Heat, Electricity and Magnetism. This program includes a teacher's guide. (Author)

ED 465 568 SE 066 261

All about Waves. Physical Science for Children TM . Schlessinger Science Library. Videotape .

PUB DATE- 00

NOTE- 0p.; For other videotapes in series, see SE 066 251-261. Teacher's Guide is available from http://www.libraryvideo.com. Eleven-volume set can be purchased for $329.45.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)

DESCRIPTORS- *Demonstrations (Science); Early Childhood Education; Elementary Education; Hands on Science; *Physical Sciences; Science Activities; Science Instruction; Videotape Recordings

IDENTIFIERS- *Waves (Water)

Sound. Light. Heat. Even earthquakes! They all travel in waves. Waves are a transfer of energy and understanding them allows us to better understand the world around us. Discover the two ways in which waves move, and learn about the characteristics of waves; wavelength, amplitude and frequency. Students learn about the common characteristics of waves through real-life examples and clearly illustrated graphics. A fun, hands-on

Development in Science and Mathematics; see ED 451 031.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *Faculty Development; Science Instruction; *Science Teachers; Teacher Improvement; *Teacher Leadership
IDENTIFIERS- *California

Teacher leadership development programs require careful design if they are to meet the challenges of today's science and mathematics education reform initiatives. This chapter describes the design of one such program using a design framework developed to plan and analyze effective professional development programs. The program, the California Science Implementation Network (CSIN), develops teacher leaders to assist their schools and others to improve the quality of their science programs. CSIN's context, the knowledge and beliefs that influenced their design, the strategies they use, and the issues they face, are discussed in detail in the chapter. A vignette of a school district participating in CSIN illustrates how teacher leadership grows and functions in one setting. (Contains 13 references.) (Author/MVL)

ED 465 591 SE 066 289

Walton, Emma L.
Building a Community for Science.
PUB DATE- 01
NOTE- 15p.; In: Developing Teacher Leaders: Professional Development in Science and Mathematics; see ED 451 031.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Secondary Education; *Faculty Development; *School Community Relationship; Science Instruction; *Science Teachers

Professional development for effecting school change and school improvement is a community endeavor. While effective professional development requires all components of the local setting to be considered, the complexity of the educational system prohibits simple solutions. Building a community of leaders helps insure success in the change process. Leaders can be teachers, principals, administrators, and individuals in the community. This chapter describes an on-going 25-year professional development program for improving science education in the Anchorage School District. The development and maturation of the program are described as well as the impact on the program from various school and community members. Strategies to involve teachers, principals, central office staff, superintendents, boards of education, and related school and community members are identified. (Contains 20 references.) (Author/MVL)

ED 465 592 SE 066 290

Adey, Philip; Edmiston, Alan
Developing and Maintaining Implementation of a Teaching-for-Thinking Program.
PUB DATE- 01
NOTE- 20p.; In: Developing Teacher Leaders: Professional Development in Science and Mathematics; see ED 451 031.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

DESCRIPTORS- Elementary Education; *Elementary School Teachers; *Faculty Development; *Inquiry; Knowledge Base for Teaching; *Pedagogical Content Knowledge; *Science Teachers

This paper provides a critical analysis of a professional development model that proposes to improve inquiry science instruction by addressing two components of teacher knowledge: pedagogy and science content. Although this represents an improvement over professional development models that focus on a single area of teacher knowledge, this paper suggests that, in order to impact inquiry science instruction, three pieces of teacher knowledge are required: pedagogy, science content, and pedagogical content knowledge. Without all three components, the impact on classroom instruction will be limited. (Contains 17 references.) (Author/MVL)

ED 465 614 SE 066 336

Davis, George; Simpson, Patricia R.; Johnson, Bruce; Wallace, Allison

Getting to the Fourth Year: The Instruments and Protocols Used To Study the Practice of Beginning K-12 Science Teachers.

PUB DATE- 02

NOTE- 19p.; In: Proceedings of the Annual International Conference of the Association for the Education of Teachers in Science (Charlotte, NC, January 10-13, 2002); see SE 066 324.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Beginning Teachers; Elementary Secondary Education; Knowledge Base for Teaching; *Labor Turnover; Mathematics Teachers; Pedagogical Content Knowledge; *Science Teachers; Teacher Attitudes

Getting to the Fourth Year is a study being conducted by the Teacher Research Network (TRN) in Minnesota. The TRN was established in 1998 by five higher education institutions that collectively prepare about 75% of all K-12 teachers in the state. The vision of the collaborative was to begin the process of transforming teacher education in mathematics and science so that teachers will be prepared to teach according to the vision of present and future national standards and continue learning new content and new ways of teaching throughout their professional careers. This TRN Study project was established to collect information about the practice of beginning K-12 science and math teachers in Minnesota in their first 3 years of teaching. Minnesota has seen a high percentage of beginning science and math teachers drop out of teaching during their first three years of teaching. The study looks to determine what factors might be causing this high drop out rate. Specifically, the research questions of the study are: (1) what are new teachers current practice, knowledge, and beliefs about teaching science/math? and (2) what is the context in which new teachers teach science/math? (Author/MVL)

ED 465 615 SE 066 337

Matkins, Juanita Jo; Bell, Randy; Irving, Karen; McNall, Rebecca

Impacts of Contextual and Explicit Instruction on Preservice Elementary Teachers' Understandings of the Nature of Science.

PUB DATE- 02

NOTE- 27p.; In: Proceedings of the Annual International Conference of the Association for the Education of Teachers in Science (Charlotte, NC, January 10-13, 2002); see SE 066 324.

King, Kenneth P.; Wilson, Andrew J.
Integrated Instruction in University Methods Courses: Applying
  Science Technology Society.
PUB DATE- 02
NOTE- 26p.; In: Proceedings of the Annual International
  Conference of the Association for the Education of Teachers in
  Science (Charlotte, NC, January 10-13, 2002); see SE 066 324.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference
  Papers, "Papers Presented at..." (150)
DESCRIPTORS- Action Research; Curriculum Design; Higher
  Education; *Preservice Teacher Education; *Science and Society;
  Science Projects; Units of Study

The science-technology-society (STS) movement represents an attempt to "liberate the student from narrow utilities" (Dewey) through an interdisciplinary approach to the three content areas (science, technology, and society) providing a coherent conceptual scheme for integrating classroom instruction. This action research study sought to identify the challenges and obstacles to preparing students to create lessons within an STS framework. An STS project was selected and assigned as a requirement for the undergraduate elementary education students enrolled in elementary social studies methods and elementary science methods courses. The science and social studies methods instructors developed an integrated STS experience for their preservice teachers. This STS project included five phases: identification and definition of an issue, exploration of the issue, proposal for action, development of lessons, and reflection on the process. The study also required that the STS topic the students developed focus around a health care issue. This paper follows the development of those lessons. (Contains 54 references.) (MVL)

ED 465 638   SE 066 361

Bell, Glenda Love
Elementary Science Teaching Enhancement through a Professional
  Development Schools Model.
PUB DATE- 02
NOTE- 31p.; In: Proceedings of the Annual International
  Conference of the Association for the Education of Teachers in
  Science (Charlotte, NC, January 10-13, 2002); see SE 066 324.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference
  Papers, "Papers Presented at..." (150)
DESCRIPTORS- College School Cooperation; Elementary Education;
  *Elementary School Teachers; Higher Education; Models; National
  Standards; Partnerships in Education; *Preservice Teacher
  Education; *Professional Development Schools; *Science Education

This study on elementary science teaching enhancement was conducted in a program based on the professional development schools (PDS) model of teacher education and the National Science Education Standards. The premise being that if the PDS model can generally improve teacher preparation and P-12 education, perhaps an integration of the PDS model with the National Science Education Standards can specifically guide improvement in elementary science teaching and science education. Through the Regents' Initiative, the Northeast Texas Science, Mathematics, Engineering, and Technology Collaborative (NETSMET), a school/university/agency partnership was formed to

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Case Studies; Constitutional History; *Elections; Higher Education; *Law Related Education; *Legal Problems; Secondary Education; Social Studies; United States Government (Course); *Voting Rights
IDENTIFIERS- Bush v Gore; *Election Reform; Florida; Supreme Court

This publication examines ways to teach about law in the liberal arts. This issue focuses on future voting rights issues by exploring the 2000 presidential election. Articles included are: "Voting Rights in the New Millennium" (Jason F. Kirksey); "Legal and Political Lessons from 'Bush v. Gore'" (David Schultz); "The Ford-Carter Commission and Federal Election Reform" (Ryan Coonerty); "Why Separate Is Not Equal and Other Lessons: Using Case Studies To Teach Constitutional History" (Patricia Hagler Minter); and "Was the Election of 2000 a Judicial Coup d'Etat? A Review of Three Books" (Matthew Holden, Jr.). The lead article (Kirksey) contains 16 references and cites 5 cases. The document concludes with an annotated list of 10 Web sites that focus on voting and election reform. (BT)

ED 465 663 SO 033 791

World Population Ageing, 1950-2050.
PUB DATE- 02
NOTE- 528p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Aging (Individuals); Demography; Foreign Countries; *Futures (of Society); *Population Trends; Profiles; Public Policy; Social Science Research; *World Problems
IDENTIFIERS- Global Issues; *Population Aging; *World Population

Population aging was one of the most distinctive events of the 20th century and will remain important throughout the 21st century. Initially, a phenomenon of more developed countries, the process has recently become apparent in much of the developing world as well. The shift in age structure associated with population aging has a profound impact on a broad range of economic, political, and social conditions. This report provides an overview of the world population aging process, focusing on five relevant public policy issues. In dealing with the issues, the report notes the course of the aging process, which has not been the same in all countries. There has been considerable variation in timing, levels, and patterns. The report's assessment of the general trends is disaggregated into development regions and major geographic areas whenever possible. There are five chapters: (1) "Demographic Determinants of Population Ageing" examines the worldwide decline in fertility and mortality that underlies population aging; (2) "The Magnitude and Speed of Population Ageing" explores regional differences in the progression of the aging process through analysis of the percentages and growth rates of the older groups of the population; (3) "The Changing Balance between Age Groups" highlights, from various perspectives, the changes in the relative size of the older and younger groups of the population; (4) "A Demographic Profile of the Older Population" draws attention to two important features of the aging process: the progressive aging of the older population itself and its feminization; and (5) "The Socio-Economic Characteristics of the Older Population" focuses on two dimensions that can greatly affect the well-being of older

PUB DATE- 02
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Females; Foreign Countries; Intermediate Grades; Junior High Schools; *Locus of Control; Males; *Self Concept; *Sex Differences; Structural Equation Models
IDENTIFIERS- *Internal External Frame of Reference Model; United Arab Emirates; Variables

A study tested predictions for I/E (internal external) frame of reference model and extended this model to include locus of control. A sample of upper elementary (n=181) and junior high (n=191) students in the United Arab Emirates participated in the study. Structural equation modeling (SEM) analyses provided support to the external comparison predictions of the I/E frame of reference model for boys and to a lesser extent for girls. Relations among achievement, self concept, and locus of control were not the same across gender. Mathematics self concept significantly predicted both internal and external locus of control only for girls. Verbal self concept failed to predict internal and external locus of control, but verbal achievement did not have such effects. The present study confirmed previous findings for the I/E model with western samples, thus adding more to the universality of the model. However, the findings relating achievement, self concept, and locus of control may need more investigation with some emphasis directed to the level of specificity at which each of the constructs was measured. Whereas self concepts were content specific, locus of control is generalized. The validity and reliability of locus of control in non-western settings should be investigated further to achieve more reliable and consistent results. (Includes two tables and one figure. Contains 77 references.) (BT)

ED 465 684   SO 033 885

Penwell, Rebecca; Cronin-Jones, Linda; Hakverdi, Meral; Cline, Shannon; Johnson, Courtney
Teacher Perceptions Regarding the Status of Environmental Education in Latin American Elementary Schools.
SPONS. AGENCY- Department of State, Washington, DC. Office of Overseas Schools.
PUB DATE- 02
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Development; Elementary Education; *Environmental Education; Foreign Countries; International Schools; School Surveys; *Teacher Response; Teacher Surveys
IDENTIFIERS- *Caribbean; Dependents Schools; Environmental Problems; *Latin America; United Nations Environment Program

This research, commissioned by the U.S. Department of State, Office of Overseas Schools, was designed to determine the status of environmental education in private U.S. and international elementary schools throughout Latin America and the Caribbean. The study population consisted of all 50 dues-

Research; Higher Education; *Humanities Instruction; Integrated Activities; Interviews; Learning Activities; *Nursing Education; Nursing Students
IDENTIFIERS- Faculty Attitudes; Pennsylvania (Philadelphia)

Baccalaureate nursing educators have built their nursing programs on the philosophical belief that learning in the humanities is essential to prepare reflective nurses. Due to scientific advancements with expanding technology, however, the scientific focus has held prominence in nursing education. The past traditions of both medical and nursing education, characterized as mechanistic and reductionistic, are best diminished by adding liberal arts requirements to all levels of education. A study examined the current nature of the integration of the humanities within nursing courses in baccalaureate nursing education. The research design was the case study method. The selected sample was generated from 12 out of 35 generic, accredited baccalaureate nursing programs (public and private) in the Philadelphia (Pennsylvania) area. Data collection involved document examination of the missions of the institutions, nursing program philosophies, and all the nursing course syllabi for the presence of humanities learning activities; and follow-up interviews with faculty who have integrated humanities learning activities within their nursing courses. Another minimal data source entailed results from a faculty letter survey composed with the intention of capturing any humanities learning activities not explicitly included in the syllabi. Following document examination, two nursing faculty who had used humanities activities in their courses were contacted from each program, and 23 were interviewed. Findings suggest a modest occurrence of the integration of humanities learning activities within nursing courses in baccalaureate nursing education. However, 3 out of 12 institutions provided 75% of the humanities activities occurring in elective courses. The main reason cited for lack of humanities integration involves the content-driven nature of the majority of faculty and the external pressure of adhering to state board standards. Faculty interview questions are appended. (Contains 18 references and 6 figures.) (BT)

ED 465 703   SO 033 906

Passman, Roger
Tikkun Olam (Repair the World): Thoughts on the Role of Jewish Education in Teaching for Social Justice within a Normative Discourse of Self--A Question of Accommodation(s).
PUB DATE- 02
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acculturation; *Discourse Communities; Foreign Countries; *Immigrants; *Jews; *Judaism; Religious Education; Social Integration; Social Responsibility; Translation
IDENTIFIERS- Historical Background; Israel; Torah

Judaism is, through its scholarly traditions, both inclusive and isolationist. In the Bavli Talmud the rabbis discuss whether or not the Torah, or any other sacred writing, can be translated into the languages of the "goyim" (Hebrew for nations, generally referring to nations other than Israel) and have that translation continue to retain the qualities that make the text relationships. In addition, participants responded to four open-ended questions that related directly to subproblems. Results indicated that both regular education teachers and special services teachers were generally satisfied with their current involvement with the collaborative instructional model. Nearly all respondents cited inadequate planning time as a barrier to effective collaborative instruction. However, most respondents perceived that they had satisfactory access to and support from their collaborative partners and that they had developed adequate skills for resolving any differences that might occur during instruction. Individual collaborative teams appeared to have been exposed to very different experiences. The surveys and survey information are appended. (Contains 34 references.) (SM)

ED 465 723   SP 040 869

Passman, Roger; Duran-Klencio, Peggy
Teachers Talking about Change: Reflection as Professional Development.
PUB DATE- 02
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Change Strategies; Classroom Environment; *Discussion Groups; *Educational Change; Elementary School Students; Elementary School Teachers; *Faculty Development; Grade 4; High Risk Students; Intermediate Grades; *Reflective Teaching; Student Centered Curriculum; Teacher Attitudes; *Writing Instruction; *Writing Skills
IDENTIFIERS- Learner Centered Instruction; *Reflective Thinking; Study Groups; Texas

This study analyzed rural Texas teachers commitment to purposeful change through active participation in a teacher study group, the Reflective Practice Discussion Group (RPDG). The RPDG involved focused, rule-governed discussion that examined how to support teachers engaged in purposeful change. The fundamental professional concern of the project was to support teachers through the process of developing student centered learning environments, particularly as related to writing. The project focused on new ways to think about the teaching of writing, in-class modeling of these strategies, and RPDGs. Data were collected from interviews with participating teachers, audiotapes of RPDG sessions, field notes, and student writing. Results indicated that all fourth grade students, particularly those most at risk of failure, made gains in writing during the 2000-01 school year (when teachers were involved in the project). Teachers attitudes toward the teaching and value of writing changed dramatically and positively. They felt that the project helped them to really be teachers. They began to release more responsibility to their students for learning. Students developed more positive attitudes toward writing. The district incorporated time for reflective conversation as part of its ongoing professional development. (Contains 16 references.) (SM)

ED 465 724   SP 040 870

Harman, Patrick; Egelson, Pauline; Hood, Art; O'Connell, Debbie
Observing Life in Small-Class Size Classrooms.

development opportunities and the benefits and challenges of involvement in a PDS partnership. Initial and follow-up interviews were conducted with 10 teachers who served in the clinical instructor role in Project Partnership during the 1999-2000 and 2000-01 school years. The research indicates that participants, in their role as clinical instructors, defined and described the roles, responsibilities, and characteristics of leadership in common terms. In addition, their involvement in the clinical instructor role enabled them to view themselves as leaders, changed their relationships with their professional colleagues, helped them to become better leaders, and promoted a new appreciation for persons in leadership positions. Finally, clinical instructors predominantly viewed themselves as transformational leaders. (Contains 14 references.) (Author/SM)

ED 465 743 SP 040 895

Seguine, Denise
Constructivist High School Teachers in a Metropolitan School District: Three Case Studies.
PUB DATE- 02
NOTE- 41p.; Paper presented at the Annual Meeting of the Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Constructivism (Learning); High Schools; Secondary School Teachers; Teacher Attitudes; Teacher Student Relationship; Teaching Methods; Teaching Skills
IDENTIFIERS- Teacher Knowledge

This multiple-case study describes how three constructivist high school teachers attained their knowledge and skills and how the knowledge and skills translate into classroom applications in the high school setting. Ongoing interviews and observations were conducted over 1 year with selected participants, and documents provided by each constructivist teacher were reviewed. Data were analyzed and compared using constant comparative and content analysis procedures. Results indicated that constructivist teachers believed they were born with a propensity toward teaching. Crystallizing events formed the foundation of their personal learning theories, which they described clearly in metaphoric language. Their classroom practices evolved over time to become more congruent with their belief systems and reflected core constructivist tenets. Constructivist teachers fostered strong relationships with their students and taught beyond the prescribed curriculum to ensure meaningful student learning. These constructivist teachers enacted their practice with or without administrative support and desired professional development that addressed their needs and promoted an active environment. They were outliers among their high school colleagues, and they embraced teaching as a lifetime passion. (Contains 55 references.) (SM)

ED 465 744 SP 040 896

Zembal-Saul, Carla; Land, Susan
Scaffolding the Construction of Scientific Arguments by Prospective Teachers Using Inquiry-Empowering Technologies.
PUB DATE- 02
NOTE- 28p.; Paper presented at the Annual Meeting of the Educational Research Association (New Orleans, LA, April 1-5,

multilevel regression models presented in this paper. To facilitate the interpretation of the results, countries were grouped tentatively into nine groups that should reflect common characteristics related to geography, history, culture, or educational systems. Looking at the whole international database and estimating the proportions of the overall variance between students and schools, and between countries, it can be shown that approximately 66% of the total variance exists between students, 25% between schools, and only 9% between countries. These results demonstrate that most of the variance is found on the student level. These analyses confirm some earlier findings from single-level analyses of Civic Knowledge. Gender does have an effect in a considerable number of countries when controlling for other factors. Expected Education and Home Literacy are consistent predictors. Classroom Climate appears to have considerable effects in most countries, and reported participation in school council or parliaments does have positive effects on Civic Knowledge in a number of countries. (Contains 3 tables and 14 references.) (SLD)

ED 465 763 TM 033 902

Wen, Jian-Bing; Chang, Hua-Hua; Hau, Kit-Tai
Adaptation of a-Stratified Method in Variable Length Computerized Adaptive Testing.
PUB DATE- 00
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Ability; *Adaptive Testing; *Computer Assisted Testing; Estimation (Mathematics); *Selection; Simulation; *Test Items
IDENTIFIERS- *Item Discrimination (Tests); Item Exposure (Tests); Test Security

Test security has often been a problem in computerized adaptive testing (CAT) because the traditional wisdom of item selection overly exposes high discrimination items. The a-stratified (STR) design advocated by H. Chang and his collaborators, which uses items of less discrimination in earlier stages of testing, has been shown to be very successful in balancing and hence maximizing the usage of all items in the pool. However, under specific conditions such as the early stages of utilizing completely new item pools, it is possible that the STR strategy is slightly less efficient than the most widely used maximum information (Max-I) approach. In this series of simulation studies with variable length CAT in which testing terminates at a targeted test information, researchers examined whether the use of more items in STR to attain accuracy similar to the Max-I approach in ability estimation would result in a greater exposure of all items. Simulations with self-generated items as well as an operational pool support the usefulness of the STR method in general. However, the results suggest that it is desirable to have fewer in number but less discriminating items at earlier stages of testing and have a larger number of highly discriminating items at later stages. The limitations of this study and implications for future studies are discussed. (Contains 6 tables, 8 figures, and 12 references.) (Author/SLD)

ED 465 764 TM 033 903

ED 465 782   TM 034 167

Bostick, Tony; Cook, Loraine
Methods Chosen by Novice Teachers and Their Locus of Control.
PUB DATE- 02
NOTE- 9p.; Paper presented at the Annual Meeting of the Western Psychological Association (Irvine, CA, April 14-17, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Teachers; Foreign Countries; *Locus of Control; *Measures (Individuals); Reliability; Secondary Education; Secondary School Teachers; Self Evaluation (Individuals); Validity
IDENTIFIERS- Jamaica

This study examined the use of two locus of control instruments for teachers in the Caribbean: the Adult Nowicki-Strickland Internal-External Locus of Control (LOC) Scale (T. Wolf, M. Sklov, M. Hunter, and G. Berenson, 1982) and the Medway and Rose Teachers' LOC Scale (F. Medway and J. Rose, 1981). Participants were 183 teachers from 10 high schools in Jamaica who agreed to be tested and retested with these measures. The structures of the instruments were analyzed, as was the appropriateness of their scoring methods for measuring teacher LOC. Results show moderate to high reliabilities for both instruments and suggest a scoring modification to improve test-retest reliabilities. Concurrent validity for the two measures, however, was low for this sample. The paper also discusses possibilities for modifying and monitoring the LOC orientation of teachers in training and for showing teachers how to use this information in self-evaluation. (Contains 4 figures, 1 table, and 22 references.) (SLD)

ED 465 783   TM 034 168

Bostick, Tony
The Alignment Method of Measuring Quality Teaching at Tertiary Level.
PUB DATE- 02
NOTE- 17p.; Paper presented at the Annual Meeting of the Western Psychological Association (Irvine, CA, April 14-17, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; *College Students; Educational Quality; *Evaluation Methods; *Higher Education; Instructional Effectiveness; *Measurement Techniques; *Student Evaluation of Teacher Performance; *Teacher Effectiveness
IDENTIFIERS- *Curriculum Alignment

This paper reports an inexpensive and efficient alternative method of measuring teaching quality. The method aligns students' in-course expectations for change with their lecturers expectation for change in three process objects: Skills, Understanding, and Attitudes. It is shown, using sample course data, that these in-course alignment indicators predict quality teaching, which is measured after the course using outcomes of students' academic achievements and course enjoyment. Traditional student evaluations of teaching are post-mortem measures that do not provide feedback to help the students in the course. However, a major contribution of the

ED 465 802 TM 034 189

Seltzer, Michael; Choi, Kilchan; Thum, Yeow Meng

Latent Variable Modeling in the Hierarchical Modeling Framework: Exploring Initial Status X Treatment Interactions in Longitudinal Studies. CSE Technical Report.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 02

NOTE- 26p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Bayesian Statistics; *Data Analysis; Estimation (Mathematics); Intervention

IDENTIFIERS- *Hierarchical Linear Modeling; *Latent Variables; Time Series Analysis

In intervention studies, it is important to assess whether one program might be more effective for individuals with extreme initial difficulties, while another might be more effective for individuals with less extreme initial difficulties. In setting in which time-series data are obtained for each person, this entails examining interactions between treatment and initial status on rate of change. This report illustrates a fully Bayesian approach to studying interactions of this kind in the Hierarchical Modeling (HM) framework. This approach provides data analysis with a number of important advantages, including the ability to handle situations in which the number and spacing of time-series observations vary substantially across individuals and the ability to obtain robust estimates of parameters of interest. Various extensions of the approach are discussed in detail. (Contains 4 figures, 3 tables, and 22 references.) (Author/SLD)

ED 465 803 TM 034 190

Klein, Davina C. D.; Chung, Gregory K. W. K.; Osmundson, Ellen; Herl, Howard E.; O'Neil, Harold F., Jr.

Examining the Validity of Knowledge Mapping as a Measure of Elementary Students' Scientific Understanding. CSE Technical Report.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 02

NOTE- 45p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Comprehension; *Elementary School Students; Intermediate Grades; Multitrait Multimethod Techniques; *Reliability; *Scientific Principles; Scoring; Student Evaluation; *Validity

IDENTIFIERS- *Knowledge Maps

Knowledge mapping is expected to measure deep conceptual understanding and allow students to characterize relationships among concepts in a domain visually. This research examined the validity of knowledge mapping as an assessment tool in science. The approach to investigating this validity was three-pronged. First, a model was outlined for the creation of knowledge mapping tasks, proposing a standard set of steps and using content area and educational experts to ensure the content validity of the measures. Next, a scoring method was developed to evaluate student performance. This report contains a

ED 465 824 UD 034 888

Carneiro, Pedro; Hansen, Karsten T.; Heckman, James J.
Removing the Veil of Ignorance in Assessing the Distributional Impacts of Social Policies.
SPONS. AGENCY- National Science Foundation, Arlington, VA.; American Bar Association, Chicago, IL.; Donner (William H.) Foundation.; Calouste Gulbenkian Foundation, Lisbon (Portugal).
PUB DATE- 02
NOTE- 44p.; Also supported by Fundacao Ciencia e Tecnologia. Summary of "Educational Attainment and Labor Market Outcomes: Estimating Distributions of the Return to Educational Interventions," which was presented at the Midwest Econometrics Group Conference (October 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Change; Elementary Secondary Education; Higher Education; Labor Market; *Outcomes of Education; *Wages
IDENTIFIERS- *Social Policy

This paper summarizes research on evaluating the distributional consequences of social programs, presenting the evaluation problem for an economy with two sectors (e.g., schooled and unschooled) where agents select or are selected into treatment (one of the two sectors). It considers policies affecting choices of treatment but not potential outcomes (the outcomes they experience under different treatments) and compares outcomes across two policy regimes that affect treatment choices. This task is easier when individuals respond in the same way to treatment than when they differ in their response and act on those differences in making treatment choice decisions. In the latter case, the marginal entrant into schooling is not the same as the average participant in treatment, and the representative agent paradigm breaks down. The paper estimates the distributional consequences of two proposed policy reforms in U.S. education. Even though they barely affect the overall distribution of outcomes, and would be judged equivalent to the pre-policy origin state under the Veil of Ignorance criterion, they have substantial effects on a small group of people concentrated in the middle to high end of the pre-policy wage distribution. An appendix shows how to generate the counterfactual distributions of outcomes produced by alternative policies. (Contains 23 references.)(SM)

ED 465 825 UD 034 934

Rivera-Batiz, Francisco L.
The Socioeconomic Status of Hispanic New Yorkers: Current Trends and Future Prospects. Pew Hispanic Center Study.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- 02
NOTE- 36p.; Project of the University of Southern California Annenberg School for Communication.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Numerical/Quantitative Data (110)
DESCRIPTORS- Educational Attainment; *Hispanic Americans; Immigration; Income; Labor Force; One Parent Family; Population Trends; Poverty; *Socioeconomic Status; Urban Areas
IDENTIFIERS- *New York (New York)

This report describes major demographic and socioeconomic changes in New York's Hispanic population in the 1990s. Data come from

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 02
NOTE- 292p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - Proceedings (021)
DESCRIPTORS- *Academic Achievement; *Academic Standards; Cognitive Style; Democracy; Disadvantaged Youth; Educational Finance; Educational Policy; Elementary Secondary Education; *Equal Education; Immigrants; Language Minorities; Learning; Minority Group Children; Racial Discrimination; Sex Discrimination; Social Influences; Theory Practice Relationship; Urban Schools
IDENTIFIERS- Brown v Board of Education; Psychosocial Factors

This book presents proceedings and papers from a conference on racial and ethnic disparities in K-12 education and identifies key issues for policy and research. Part 1 summarizes the conference in six chapters: (1) "Introduction"; (2) "Education and the Changing Nation"; (3) "How People Learn"; (4) "Social Dimensions of Learning"; (5) "Policy and the Education of Minority and Disadvantaged Students"; and (6) "Linking Research and Practice." Part 2 presents the perspectives of the co-moderators: "Overview" (Catherine E. Snow) and "Education Reform in Context: Research, Politics, and Civil Rights" (Christopher Edley, Jr.). Part 3 presents the three conference papers: "Trends in the Educational Achievement of Minority Students since Brown v. Board of Education" (Kim M. Lloyd, Marta Tienda, and Anna Zajacova); "Why Racial Integration and Other Policies since Brown v. Board of Education Have Only Partially Succeeded at Narrowing the Achievement Gap" (Ronald E. Ferguson and Jal Mehta); and "Education Adequacy, Democracy, and the Courts" (Michael A. Rebell). The conference and workshop agendas and biographical sketches of conference presenters are appended. (Papers contain references.) (SM)

ED 465 846   UD 035 117

McAdoo, Harriette Pipes, Ed.
Black Children: Social, Educational, and Parental Environments. Second Edition.
PUB DATE- 02
NOTE- 256p.; Foreword by Asa G. Hilliard III.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Academic Achievement; *Black Culture; Black Education; *Blacks; Child Development; Conflict Resolution; Crime; Educational Attainment; Elementary Secondary Education; Fathers; One Parent Family; *Parent Role; Parenting Skills; Racial Factors; Rural Areas; *Socialization; Violence
IDENTIFIERS- Identity Formation

This book collects empirical research unique to the experiences and situations of black children and their parents, explaining that to be fully functional, they must develop the skills to succeed simultaneously in black and non-black cultures. The book explores the meaning of this duality in four distinct environments: socioeconomic, parental, internal, and educational. Twelve chapters are: (1) "The Dynamics of African American Fathers' Family Roles" (Harriette Pipes McAdoo and John L. McAdoo); (2) "Diverse Children of Color: Research and Policy Implications" (Harriette Pipes McAdoo); (3) "African American Grandmothers' and Grandfathers' Influence in the Value of Socialization of Grandchildren" (Linda McWright); (4) "The

ED 465 496 SE 065 606

Rosebery, Ann S.; Warren, Beth
Professional Development and Children's Understanding of Force and Motion: Assessment Results.
SPONS. AGENCY- National Science Foundation, Arlington, VA.; Office of Educational Research and Improvement (ED), Washington, DC.; Center for Research on Education, Diversity and Excellence, Santa Cruz, CA.; Wisconsin Univ., Madison. National Center for Improving Student Learning and Achievement in Mathematics and Science.
PUB DATE- 00
NOTE- 17p.; Appendix may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Concept Formation; Elementary Education; Faculty Development; Motion; *Physics; Science Education; *Teacher Education; Velocity

This study investigated the academic achievement of students at the end of the school year in knowledge of gravity, acceleration, and the relationship between distance, time, and speed. The students' teachers were in the Cheche Konnen professional development seminar for three years. Participating grade levels included a heterogeneous, combined 1st/2nd grade elementary classroom, a combined 5th/6th grade Haitian Creole bilingual classroom, and a heterogeneous 7th grade science class. (Contains 10 references.) (YDS)

ED 465 497 SE 065 607

White, Paula A., Ed.
NISE Fellows Program: Feedback from Past Fellows. Occasional Paper.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 98
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cooperation; Elementary Secondary Education; *Engineering Education; Higher Education; *Mathematics Education; *Professional Development; Science Instruction; *Science Programs; Teacher Improvement; *Technology Education
IDENTIFIERS- National Institute for Science Education

The National Institute for Science Education (NISE) is an organization in which scholars from different disciplinary backgrounds work collaboratively to address the important issues in Science, Mathematics, Engineering, and Technology (SMET) education. This document reports on NISE Fellows' experiences based on these questions: (1) How did you learn about the NISE Fellow opportunity? (2) Why did you want to be a NISE Fellow? (3) How has the experience affected you? (4) What is your assessment of the value of the experience? and (5) How might NISE improve the quality of the Fellow experience? Appendices include: "Call for Applications and Nominations for Fellows"; "NISE Fellows and Affiliations"; and "Bibliography of NISE Fellows' Products." (YDS)

ED 465 498 SE 065 608

Millar, Susan B.
The Role of Formative Evaluation in the Development of an

Papers, "Papers Presented at..." (150)
DESCRIPTORS- Higher Education; *Persuasive Discourse; Preservice Teacher Education; *Science Instruction; Science Teachers

An appropriate approach to the issue of argumentation for science learning would follow a socio-constructivist perspective that takes into account the role of language and social context in the process of learning. Moreover, although Toulmin's model offers interesting insights to the study of argumentation, particularly in identifying major components of an argument, it relies on assumptions that are limiting in the context of science learning. Within Toulmin's perspective, the individual who constructs the argument would not necessarily construct new understandings through that process, but rather would engage in argumentation to persuade others of soundness of her/his (already developed) ideas. In contrast, the approach of authors such as Dianne Kuhn considers argument as dialogic thinking, describing it as a much more dynamic process that underlies the way(s) people make sense of the natural world. In other words, when Kuhn talks about argument, she is referring to not only how one presents/communicates his knowledge about the world and responds to criticism, but to the way one thinks and constructs new understandings. This perspective has the potential to shift the focus from confrontational to collaborative argumentation and its processes, which is more coherent with socio-constructivist perspectives. (Contains 49 references.) (MVL)

ED 465 521 SE 066 124

Raaflaub, Catherine A.; Fraser, Barry J.
Investigating the Learning Environment in Canadian Mathematics and Science Classrooms in Which Laptop Computers Are Used.
PUB DATE- 02
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; Foreign Countries; *Mathematics Education; *Science Education; Secondary Education; *Sex Differences; *Student Attitudes
IDENTIFIERS- *Canada; *Laptop Computers

There is increasing pressure to incorporate information technology into schools and increasing interest in evaluating the effects of this technology on students. There has been a growing literature on the assessment of the success of using information technology in schools. This study is timely and potentially valuable because it investigated psychosocial factors in the learning environment where laptop computers are used in the study of mathematics and science. The study combined qualitative and quantitative data collection methods (Tobin & Fraser, 1998) to describe and compare students' perceptions of the actual and preferred learning environments and to explore students' attitudes towards mathematics and science classrooms where laptop computers are used. It has been previously found that positive students' perceptions of their learning environment are linked with their attitude toward and achievement in mathematics and science (Fraser, 1994, 1998). Of particular interest in our study were the differences between male and female students and between subject disciplines of mathematics and science. Because there has been little research reported on the effect of using laptop computers on students' perceptions of their learning environments, this study

PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Change Strategies; Computer Uses in Education; *Educational Policy; *Problem Based Learning; *Science Curriculum; *Science Instruction; Secondary Education; Sociocultural Patterns; *Teaching Methods

This interpretive case study of a teacher aims to provide an account of the difficulties and rewards of putting innovative teaching into practice. Detailed descriptions of classroom life are used to explore one teacher's attempts to make technology-enhanced, open-ended inquiry a successful mode of teaching science in the secondary school classroom. The book provides examples of what it means to "learn by doing," describing strategies that educators can use to move beyond traditional textbook approaches and interact with their students in ways that encourage them to become active science learners. The book explores the complexity of changing practice, detailing the conflicts that emerge when a teacher challenges traditional approaches to teaching and learning, and provides a historical and theoretical background for understanding current controversies in educational practices. By analyzing teacher and student work within the context of the entire school, the book demonstrates how the structural and cultural realities of the school itself complicate the enactment of pedagogical innovation in the classroom. The book is aimed at educators, school change advocates, administrators, and policy makers interested in understanding the social, cultural, and material constraints that affect the implementation of reform. (MM)

ED 465 542 SE 066 175

Trumbull, Deborah J.
The New Science Teacher: Cultivating Good Practice. Ways of Knowing in Science Series.
SPONS. AGENCY- Department of Agriculture, Washington, DC.
PUB DATE- 99
NOTE- 121p.; Foreword by D. Jean Clandinin. Supported through Hatch projects 137-444 and 137-411, 1987-1994.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Biology; *Science Curriculum; *Science Instruction; Secondary Education; *Teacher Education; *Teaching Methods

This book aims to raise questions by addressing the ways that teaching can and should be reflective practice. Throughout the book the question, "How can teachers continue to evolve and rethink their teaching methods?" is addressed. Tracking six prospective biology teachers from their university training through their first years in the classroom, the book uses observations as well as interviews and direct quotes from the teachers to record their growth and reflects on the researcher/author's own development as well. Background on recent science reforms, learning theories, and the role of lab teaching is included. (MM)

ED 465 543 SE 066 198

Haury, David L.
Cultivating Leadership among Science and Mathematics Teachers. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 4p.

activity will help students understand these basic concepts. One of the 11 volumes in the Physical Science for Children series in the Schlessinger Science Library. Part of the Schlessinger Science Library for Children Collection. This title correlates to the National Science Education Standards for Physical Science--properties of objects and materials, position and motion of objects, and light, heat, electricity and magnetism. This program includes a teacher's guide. (MM)

ED 465 569 SE 066 262

Properties of Matter. Physical Science in Action TM . Schlessinger Science Library. Videotape .
PUB DATE- 00
NOTE- 0p.; For other videotapes in series, see SE 066 251-261. Teacher's Guide is available from http://www.libraryvideo.com. Eleven-volume set can be purchased for $329.45.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- *Demonstrations (Science); *Density (Matter); Hands on Science; Intermediate Grades; Junior High Schools; *Matter; *Physical Sciences; Science Activities; Science Instruction; Videotape Recordings

Everything in the universe consists of matter. So how can the differences between various types of matter be distinguished? Besides color, shape and size, there are more detailed properties that are used to define matter. Mass, weight, volume and density are all related to tell a great deal about an object or substance. Students will learn about these properties and how scientists use them to describe the world around us. Combining clear graphics, real-life demonstrations and a hands-on activity, these concepts are more clearly illustrated. One of the 16 volumes in the Physical Science in Action series in the Schlessinger Science Library. Part of the Schlessinger Science Library in Action Collection. This title correlates to the National Science Education Standards for Physical Science--properties and changes of properties in matter, motions and forces, and transfer of energy. This program includes a teacher's guide. (Author/MM)

ED 465 570 SE 066 263

The Periodic Table. Physical Science in Action TM . Schlessinger Science Library. Videotape .
PUB DATE- 00
NOTE- 0p.; For other videotapes in series, see SE 066 251-261. Teacher's Guide is available from http://www.libraryvideo.com. Eleven-volume set can be purchased for $329.45.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- *Chemistry; *Demonstrations (Science); Hands on Science; Intermediate Grades; Junior High Schools; *Physical Sciences; Science Activities; Science Instruction; Videotape Recordings
IDENTIFIERS- Atoms; *Periodic Table

Kids know that when they are lost, they look at a map to find their way. It's no different in the world of science, as

(141)
DESCRIPTORS- *Cognitive Development; *Critical Thinking; Elementary Secondary Education; *Faculty Development; *Teacher Improvement; Teachers

This chapter describes an inservice Professional Development (PD) program for introducing a cognitive acceleration course designed to enhance students' higher order thinking capabilities. Teaching for thinking requires a specialized set of understandings and techniques, and the standard PD program described here lasts for two years and includes both center-based days and in-school coaching. The principles upon which this standard program is based and a variety of alternative modes of delivery using teacher leaders are explored. While maintaining the same basic principles of the program, modes of delivery are adapted to suit particular contexts. (Contains 21 references.) (Author)

ED 465 593 SE 066 291

Bohlin, Carol Fry
Teacher Leadership Development as a Critical Component of Systemic Reform: The San Joaquin Valley Mathematics Project.
PUB DATE- 01
NOTE- 29p.; In: Developing Teacher Leaders: Professional Development in Science and Mathematics; see ED 451 031.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; *Faculty Development; Mathematics Instruction; *Mathematics Teachers; Program Descriptions; *Teacher Leadership
IDENTIFIERS- *California Mathematics Project

Since its inception in 1982, the California Mathematics Project (CMP) has sought to develop the mathematics skills and leadership capabilities of K-12 teachers through intensive summer institutes and a variety of academic year programs sponsored by regional CMP sites. This chapter focuses on ways in which one of the fifteen regional CMP sites, the San Joaquin Valley Mathematics Project (SJVMP) facilitates and supports the development of mathematically competent, professionally knowledgeable, and actively involved teacher leaders. To provide a meaningful context for discussing the SJVMP, the chapter first provides a brief historical overview of the educational and political environment within which the CMP was established and in which it developed and flourished during its first 15 years. (Contains 37 references.) (Author/MVL)

ED 465 594 SE 066 292

Thornton, Carol A.; Langrall, Cynthia W.; Jones, Graham A.; Swafford, Jane O.
The Emergence of Teacher Leaders through Professional Development.
PUB DATE- 01
NOTE- 15p.; In: Developing Teacher Leaders: Professional Development in Science and Mathematics; see ED 451 031.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Algebra; Early Intervention; *Faculty Development; Mathematics Instruction; *Mathematics Teachers; Middle Schools; Outreach Programs; *Teacher Leadership

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; *Elementary School Teachers; Higher Education; *Methods Courses; *Preservice Teacher Education; Science Teachers; *Scientific Principles

Science educators have identified the development of accurate understandings of the nature of science as an instruction goal for nearly a century. Unfortunately, science instructors are unlikely to focus on the nature of science in content courses and the nature of science lessons are generally relegated to the methods courses where they are typically presented out of context as an add-on to the science curriculum. When addressed in this manner, preservice teachers may see the nature of science as supplemental, rather than integral to their science instruction. The purposes of this study were to assess the influence of instruction on a controversial science and technology based issue (global climate change and global warming (GCC/GW)) on elementary preservice teachers' understandings of the nature of science and the relative effectiveness of an explicit approach versus an implicit approach to the nature of science instruction. A matrix of the nature of science and GCC/GW instructional treatments were employed over a period of four semesters to elementary preservice teachers in a elementary science methods course (n=75). The findings determined that in the semesters where nature of science was taught explicitly, the posttest responses reflected current understanding at a substantially higher rate than those of the pretest. (Contains 26 references.) (MVL)

ED 465 616 SE 066 338

Nixon, Delna T.; Akerson, Valarie L.
Building Bridges: Using Science as a Tool To Teach Reading and Writing.
PUB DATE- 02
NOTE- 26p.; In: Proceedings of the Annual International Conference of the Association for the Education of Teachers in Science (Charlott [illegible], January 10-13, 2002); see SE 066 324.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Grade 5; *Integrated Curriculum; Intermediate Grades; *Reading; *Science Instruction; *Writing (Composition)

There are many reasons to consider the integration of science and language arts. The most compelling of these reasons is that there is evidence showing cognitive parallels between the two subjects. However, whether there is equal developmental progress in both areas is still unclear. The process skills that science and language arts have in common are making and verifying predictions, making inferences, and drawing conclusions. It seems that the use of hands-on activities, which are inherent to a good science program, could provide a stimulating arena for the concurrent teaching of the basic skills in communication. Drawing upon the parallels between the two raises the following research questions: (1) How does the use of science topics during language arts instruction influence the development of reading and writing skills? (2) Science can provide a purpose for reading and writing. How does the integration of them effect the students' reading choices and basic writing skills? and (3) How can I as a student teacher use science to improve reading and writing. The study explore ways to improve science, mathematics, engineering, and technology education in the northeast Texas region. Members of the partnership include the university, two school districts, and an Area Health Education Center. (MVL)

ED 465 639   SE 066 362

Crowther, David T.; Cannon, John R.
Professional Development Models: A Comparison of Duration and Effect.
PUB DATE- 02
NOTE- 16p.; In: Proceedings of the Annual International Conference of the Association for the Education of Teachers in Science (Charlotte, NC, January 10-13, 2002); see SE 066 324.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Faculty Development; Models; Science Instruction; *Science Teachers; Secondary Education; Self Efficacy; *Time; Workshops

The purpose of this research was to explore two professional development models, Nevada Operation Physical Science (a three-weekend course) and Nevada Operation Chemistry (a two-week intensive course with a follow-up session in the fall), to see if there was any impact on learning and to determine the ideal length of the workshops as measured by teacher efficacy and outcome expectancy on teaching physical science. The general effectiveness of the program and teachers' perspectives on usefulness were anecdotal components of the study to help with discussion. Although some differences did occur between the workshops, for all intents and purposes the length of the workshop became the experimental variable. Initially there was no difference found in outcome expectancy between the two models, although there was a significant change in outcome expectancy after the follow-up meeting four months later for Nevada Operation Chemistry. It is suggested that for professional development to be effective, more than an intensive workshop is needed. (Contains 20 references.) (MVL)

ED 465 640   SE 066 363

Carnes, G. Nathan; Shull, Tiffany A.; Brown, Shanise N.; Munn, Wesley G.
Interacting with Elementary Interns about Their Perceptions of Science Teaching.
PUB DATE- 02
NOTE- 13p.; In: Proceedings of the Annual International Conference of the Association for the Education of Teachers in Science (Charlotte, NC, January 10-13, 2002); see SE 066 324.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; Elementary School Teachers; *Freehand Drawing; Higher Education; *Preservice Teacher Education; *Science Instruction; *Visual Perception

This research investigated three elementary preservice teachers' perceptions of elementary science teachers. Three questions guided this investigation. What images did elementary Masters of Arts in Teaching (M.A.T.) interns have of science teaching at the beginning and end of science methods courses? What changes, if any, did they make in their perceptions? To what sources did they attribute their images of science teaching?

individuals: labor force participation and literacy. (Contains 40 references and 36 figures. Annex tables include: (1) Definition of the Indicators of Population Ageing"; (2) "Classification of Major Areas and Regions"; and (3) "Profiles of Ageing.") (BT)

ED 465 664 SO 033 792

Maxwell, Louise P.; Rosenberg, Jessica
Save Our Ships. Save Our History TM . Teacher's Guide.
PUB DATE- 02
NOTE- 17p.; Edited by Libby Haight O'Connell.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Enrichment; Heritage Education; Interdisciplinary Approach; Intermediate Grades; National Standards; *Navigation; Seafarers; Secondary Education; Slavery; Social Studies; *United States History
IDENTIFIERS- Historical Preservation; *Naval History; *Ships

Maritime history is an important part of this country's past and provides a critical foundation for understanding the settlement and development of the North American continent over the past five centuries. Teachers, historians, and maritime experts have worked together to create this manual, providing educators with materials to incorporate the history of ships and other water crafts into courses in the arts, social studies, and science. This manual, prepared by the History Channel and directed toward children in grades 5 through 8, can be used as an introductory overview or as a separate lesson plan. Teachers, for example, could develop a unit to study clipper ships. There are three lessons: (1) "Ships across Time: An Overview"; (2) "Merchant Ships and the Slave Trade"; and (3) "Navigating the Seas." Each lesson contains questions for discussion and extended activities. The activities support national history standards. (Contains a glossary and lists Internet and print resources.) (BT)

ED 465 665 SO 033 793

Frontier Homes. Save Our History TM . Teacher's Guide.
PUB DATE- 02
NOTE- 6p.; Accompanying videotape not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Architecture; *Built Environment; Heritage Education; *Housing; Intermediate Grades; *Land Settlement; Secondary Education; Social Studies; Student Educational Objectives; Television Viewing; *United States History
IDENTIFIERS- Frontier History; Historical Preservation; National History Standards

This lesson plan, based on the Arts and Entertainment documentary "Frontier Homes," consists of four segments which examine a style of historic dwelling built by settlers on the frontier: the post and beam structures built by English settlers in New England; the log houses constructed by pioneers on the forested frontier; sod houses erected on the prairies; and adobe houses crafted in the southwest. This unit combines the study of U.S. history with a lesson in material culture and environmental understanding. The four home segments include: (1) Plymouth Plantation, a living history museum in Plymouth, Massachusetts, paying member schools in the Association of American Schools of Central America, Colombia-Caribbean and Mexico (also known as the Tri-Association). Members include 17 schools in Mexico, 8 schools in Colombia, four schools each in Costa Rica, Guatemala, and the Dominican Republic, 3 schools in Jamaica, 2 schools each in El Salvador, Honduras, and Venezuela, and 1 school each in Nicaragua, Haiti, Ecuador, and Panama. Response rate was 72%, with 36 schools responding. Results of the survey indicated that even in the best situations throughout Central and Latin America, environmental education (EE) is being hindered by lack of available quality regional environmental education curricula, lack of access to teaching materials, and widespread teacher misconceptions about EE infusion. Findings of this study strongly support the need for quality regional EE curriculum development and ongoing teacher training in Latin American schools. Studies involving K-6 teachers in the United States yielded similar results. Teacher perceptions of environmental issues differed from those the community and students considered important, but these teacher perceptions were all compatible with the EE goals and objectives set forth by the United Nations Environmental Programme (UNEP). (Contains 5 figures, 3 tables, and 15 references.) (BT)

ED 465 685   SO 033 886

Ogawa, Masato; Field, Sherry L.
Realities of the Introduction of Multiple Historical Perspectives during a Middle School Study on World War II.
PUB DATE- 01
NOTE- 28p.; Paper presented at the Annual Meeting of the College and University Faculty Assembly of the National Council for the Social Studies (Washington, DC, November 14-18, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Classroom Research; Classroom Techniques; Grade 6; *Historical Interpretation; Middle Schools; *Perspective Taking; Qualitative Research; Social Studies; *World War II
IDENTIFIERS- Constant Comparative Method; Descriptive Research; Georgia

This paper reports the results of a sub-study in which middle school students were asked to provide their perspectives and understandings of World War II during a study unit and final project. An investigation was undertaken to determine how students' perspective-taking skills were influenced by the use of a variety of teaching methods regarding the War. Two classes of sixth-grade students in rural Georgia were involved in the study, given the opportunity to compare viewpoints about World War II, and hear multiple perspectives about the events surrounding the War by engaging in a variety of activities, including conducting oral histories. Seven case study students were selected for subsequent interviews. Two oral history narrators, U.S. and Japanese World War II veterans, visited the classroom during the 3-week course. A qualitative case study methodology worked well for the research questions and the descriptive findings. Three principal data sources were used: (1) interviews with the classroom teacher and the seven case study students; (2) classroom observations and participation; and (3) student written assignments. Constant comparison was used as a method of data analysis. Findings suggest that various factors influence student historical perspectives. However, this study did not examine prior student historical sacred. In a statement of unlimited universality the Mishna gives only minimal assurance that translation does not interfere with sacredness. The position is one of assimilation, welcoming cross-cultural interface with the host nation. This paper considers Jewish relations with host nations, specifically suggesting that the "Halakah" (Law) leans decisively toward acculturation rather than assimilation deserves a serious revisiting by U.S. Jews. The paper provides a historical overview of Jewish immigrants' reaction to the U.S., particularly post-World War II. Considering the price for Jewish assimilation, it contends that the issue Joseph faced in Egypt was self-definition and asserts that this is the same critical question facing assimilated U.S. Jews today in light of two significant events, the Shoah and the state of Israel. The paper discusses the assimilationist discourse in relation to the Jewish discourse of social responsibility. It finds that understanding that discourse to participate in the social and political life of the U.S. culture is quite different from adopting that discourse as your own; that acculturation is understanding and contributing to the host culture while retaining the content that affords a full and complete connection with the horizons that make a person Jewish. (Contains 13 references and 10 notes.) (BT)

ED 465 704 SO 033 907

Biesta, Gert J. J.
"The Community of Those Who Have Nothing in Common": Re-Affirming the Ethical Nature of Education.
PUB DATE- 02
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Community; Definitions; *Ethics; *Modernism; *Postmodernism
IDENTIFIERS- Conceptual Approach; Relativism

It can be argued that education was rather late in adopting and responding to postmodernism. A reason for education to engage with postmodernism can be related to the educational project which was closely connected to some of the central ideas of modernity and a central element of modernism and modernization. For some, postmodernism implies relativism, a world without direction. This paper is an attempt to move beyond the modern/postmodern debate, which has been built on the framework of objectivism and relativism. The paper does not attempt to move beyond postmodernism, but instead explores the postmodern exposition and questioning of totalization in postmodern (ethical and political) terms, vice modern (epistemological and metaphysical) terms. It does this throu[illegible]munity view, by looking at different ways to understand the idea of community. It exposes and questions the totalizing tendencies of a specific way to understand community through the exercise of opening up; proposing to task education to follow this exercise methodology. The main point is that a person's subjectivity, that which makes a person a unique, singular being, is of an ethical nature. (Contains 25 references and 3 notes.) (BT)

ED 465 705 SO 033 908

PUB DATE- 02
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Class Size; *Classroom Environment; Elementary Education; Interpersonal Relationship; *Small Classes; Teacher Student Relationship; Teaching Methods; Time on Task
IDENTIFIERS- North Carolina

This study examined the impact of smaller class size on elementary student achievement, focusing on types of instructional strategies utilized, student time on task, academic focus of the classroom, and types of interactions between teachers and students and between students and students. Two long-term class size reduction sites in North Carolina were used for the evaluation. Researchers used three different observation instruments, including the School Observation Measure, an observation instrument that categorized teacher-student interactions, and an instrument that examined instructional practices, student groupings, support materials, teacher-student interactions, and classroom climate. Data analysis indicated that student time on task and academic focus were consistently high at these two sites. While direct instruction was the most common instructional strategy observed, teacher-student interactions in the form of teacher as coach and instructional feedback were also frequently observed. Smaller classrooms appeared to be supportive environments for student learning. They had a relaxed atmosphere, and teacher and student familiarity with one another extended beyond the classroom. (Contains 10 references.) (SM)

ED 465 725 SP 040 871

Angelle, Pamela S.
Socialization Experiences of Beginning Teachers in Differentially Effective Schools.
PUB DATE- 02
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002). Contains small print.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; *Beginning Teachers; Classroom Techniques; Faculty Development; Higher Education; Mentors; *Middle School Teachers; Middle Schools; Preservice Teacher Education; Teacher Attitudes; Teacher Competencies; Teaching Skills
IDENTIFIERS- *Teacher Socialization

This study examined the socialization experiences of middle school novice teachers using interviews with principals, mentors, and new teachers; surveys of new teachers; and classroom observations of new teachers. With the middle school teacher as the unit of analysis, the study used an aeronautical metaphor to describe the schools as organizations where new teachers' initial flights into teaching occurred. Results indicated that four-year preservice programs were not adequately preparing student teachers for the realities of the

2002).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Uses in Education; Elementary Secondary Education; Higher Education; *Inquiry; Light; *Persuasive Discourse; Preservice Teacher Education; *Science Education; Science Teachers; Scientific Methodology; Teaching Methods
IDENTIFIERS- *Explanations

This study investigated the influence of scaffolds on prospective teachers'(PTs') construction of scientific arguments. Participants were enrolled in an innovative science course aimed at providing PTs with experiences learning science using inquiry empowering technologies. PTs' arguments were constructed within the context of a light unit in which they collected evidence about the properties/behaviors of light from 10 investigation stations. The study examined the nature and development of arguments PTs constructed about light using Progress Portfolio (a generalized software tool for articulation and reflection), noting how scaffolds in Progress Portfolio influenced the articulation and revision of PTs' arguments about light. Data collection involved reviewing students' electronic journals and examining videotapes of students working at the investigation stations and interacting with Progress Portfolio. Results indicated that the computer-based scaffolding supported articulation and reflection of evidence-based explanations. The PTs showed increasing sophistication in their explanations, and the prompts within the Progress Portfolio seemed to stimulate PTs to become more precise in their explanations, to offer justifications, and to connect evidence with claims. An appendix presents content of light unit investigation stations. (Contains 41 references.) (SM)

ED 465 745 SP 040 897

Blackwell, Peggy J.
Putting the Pieces of Teacher Education Together: Lessons Learned by the Eisenhower Initial Teacher Professional Development Programs.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. Office of Reform Assistance and Dissemination.
PUB DATE- 02
NOTE- 29p.; Paper presented at the Annual Meeting of the Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Standards; *Beginning Teacher Induction; College Faculty; College School Cooperation; Curriculum Development; Elementary Secondary Education; *Faculty Development; Field Experience Programs; Higher Education; *Partnerships in Education; *Preservice Teacher Education; School Holding Power; Science Teachers; State Standards; Student Recruitment
IDENTIFIERS- California; Colorado; Connecticut; Kansas; Maryland; Massachusetts; New Mexico; Oregon

The Office of Educational Research and Improvement funded nine projects exploring whether partnerships could help improve teacher education and induction. It created consortia of state

Hau, Kit-Tai; Wen, Jian-Bing; Chang, Hua-Hua
Optimum Number of Strata in the a-Stratified Computerized Adaptive Testing Design.
PUB DATE- 02
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Ability; *Adaptive Testing; *Computer Assisted Testing; Estimation (Mathematics); *Selection; Simulation; *Test Items
IDENTIFIERS- *Item Discrimination (Tests); Item Exposure (Tests); Test Security

In the a-stratified method, a popular and efficient item exposure control strategy proposed by H. Chang (H. Chang and Z. Ying, 1999; K. Hau and H. Chang, 2001) for computerized adaptive testing (CAT), the item pool and item selection process has usually been divided into four strata and the corresponding four stages. In a series of simulation studies, researchers examined the optimum number of strata by systematically varying the number of strata, pool size (200, 400, and 800 items), item characteristics (0., 0.5 correlation between difficulty and discrimination), and item selection method (largest information, matching estimated ability with difficulty). Results show that quite independent of the item pool size and the correlation between item discrimination and difficulty, ability estimation deteriorated while the number of over- and under-exposed items decreased with an increase in stratum number. There is a diminishing return in that dividing the pool into too many strata can also be problematic because when the stratum is too small, there are not any items of close difficulty for each particular examinee. The results are in general agreement with the speculation that too few and too many strata may not provide optimum efficiency and balanced item pool utilization. It is shown that the ideal and optimum number of strata to be used in each specific application depend on the item pool structure, test length, and other testing conditions. (Contains 8 figures, 24 tables, and 8 references.) (Author/SLD)

ED 465 765 TM 033 904

Steinkuehler, Constance A.
A Discourse Analysis of Online Social Argumentation.
SPONS. AGENCY- SRI International, Menlo Park, CA.; National Science Foundation, Arlington, VA.; National Inst. for Science Education, Madison, WI.
PUB DATE- 02
NOTE- 40p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitudes; Background; Case Studies; *Computer Mediated Communication; Context Effect; Course Content; *Curriculum; *Discourse Analysis; *Graduate Students; High Schools; Higher Education; *Intellectual Disciplines; Online Systems; Persuasive Discourse; *Social Influences

alignment method is that optimum in-course changes can be calculated to minimize the in-course alignment scores for the whole course or for any student subgroup of interest, thus maximizing students' predicted attainments. As the method only takes 5 minutes to administer, it can be introduced at the level of the individual instructor who wishes to keep his or her teaching on track. The alignment method uses a single form and results in one decision point number. It can be used by the administration at the end of courses for comparable promotion and tenure decisions across the institution. Web-based alignment software is now being developed to enable lecturers and administrators from tertiary institutions worldwide to avail themselves of the method. (Contains 9 tables, 5 figures, and 23 references.) (SLD)

ED 465 784 TM 034 169

Bastick, Tony
Critique of the Scoring Construct Validity of Dichotomously Scored Instruments.
PUB DATE- 02
NOTE- 8p.; Paper presented at the Annual Meeting of the Western Psychological Association (Irvine, CA, April 14-17, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Foreign Countries; *High School Students; High Schools; *Reliability; Scores; *Scoring; *Validity
IDENTIFIERS- *Dichotomous Scoring; Jamaica

This paper makes two criticisms of dichotomously scored instruments. One is that dichotomous scoring restrains the scores to ipsative measures that should not be compared, and the other is that dichotomous scoring ignores the strength with which a subject endorses a response so that the resulting count may imply a different construct measure from that indicated by the sum of rating responses. These criticisms were explored by comparing the reliability and validity of dichotomously scored responses and rating response scores from the Impulsivity Scale (L. Hirschfield, 1965). The concurrent validity of both scoring methods was established by comparison with scores on the Children's Perceived Self-Control Scale (P. Humphrey, 1982). Adolescent ninth graders (n=687) from 14 Jamaican schools were tested and retested with these instruments 2 weeks apart. Results show that rating scores were more reliable in stability and consistency and had greater validity than dichotomous scores. These results give empirical support to the criticisms raised in the paper. (Author/SLD)

ED 465 785 TM 034 170

Bastick, Tony
Demonstrating Local Item Dependence for Recognition and Supply Format Tests.
PUB DATE- 02
NOTE- 9p.; Paper presented at the Annual Meeting of the Western Psychological Association (Irvine, CA, April 14-17, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Constructed Response; *Elementary School Students; Elementary Secondary Education; Foreign Countries; Multiple

discussion of the methods reliability and its relation to other possible scoring systems. Finally, the report presents the statistical results based on the participation of 56 fourth and fifth graders, including comparative analyses, the multitrait-multimethod (MTMM) validity analyses involving two traits (students understanding of hearing and of vision), and three different measurement methods (knowledge mapping, essay, and multiple-choice tasks), critical proposition analyses, and analyses of students, propositional elaborations. Results show knowledge maps to be sensitive to students competency level, with mixed MTMM results. The report concludes with a discussion of implications and directions for future work. (Contains 7 tables, 2 figures, and 33 references.) (Author/SLD)

ED 465 804 TM 034 191

Seltzer, Michael; Choi, Kilchan; Thum, Yeow Meng
Examining Relationships between Where Students Start and How Rapidly They Progress: Implications for Constructing Indicators That Help Illuminate the Distribution of Achievement within Schools. CSE Technical Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 02
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Achievement Gains; Change; Elementary Education; Elementary School Students; Longitudinal Studies; *Status
IDENTIFIERS- Time Series Analysis

Attending to school mean rates of change and to differences in rates of change for various demographic groups is of central importance in monitoring school performance. This paper makes the case for the need to expand this focus by also considering the relationship between where students in a school start (their initial status), and how rapidly they progress. In particular, the paper explores several ways in which attending to initial status in analyses of student progress can help draw attention to possible concerns regarding the distribution of achievement within schools, and, it is hoped, help stimulate discussion among teachers and administrators at given school sites regarding these concerns. Key points are illustrated by fitting a series of growth models to the time series data for students in several schools in the Longitudinal Study of American Youth sample. (Contains 7 figures, 6 tables, and 32 references.) (Author/SLD)

ED 465 805 TM 034 192

Linn, Robert L.; Haug, Carolyn
Stability of School Building Accountability Scores and Gains. CSE Technical Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 02
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Accountability; *Achievement Gains; *Elementary School Students; Intermediate Grades; *Reliability; *Schools; *Scores

the Current Population Surveys and the 1990 and 2000 U.S. Census of Population and Housing. Despite some gains, New York Hispanics were not significantly better off in 2000 than in 1990. New York City's Hispanic population increased from 24.4 to 27 percent of the total population in the 1990s. The household income per capita of Hispanic New Yorkers increased only slightly in the 1990s, compared to a much stronger expansion among whites. By 2000, Hispanic per capita income was about one-third that of non-Hispanic whites. Poverty among Hispanics was at about 30 percent in the late 1990s, approximately equal to that in 1989. The unemployment rate became significantly higher for women than men. The proportion of Hispanic female-headed households was 32 percent in 2000, sharply exceeding the proportion for whites. The educational status of Hispanic New Yorkers rose significantly in the 1990s but lagged behind that of non-Hispanic whites. Based on the experiences in the 1990s, the current deepening recession will have a sharply negative effect on Hispanic socioeconomic status. (Contains 1 figure, 16 tables, 24 references.) (SM)

ED 465 826 UD 034 968

Schools Extending Excellence: EIC Annual Report, 2000-2001.
PUB DATE- 02
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Academic Standards; Educational Change; *Educational Improvement; Elementary Secondary Education; *Excellence in Education; Foreign Countries; Gifted; Mentors; *Partnerships in Education; Program Evaluation; Student Needs; *Urban Schools
IDENTIFIERS- United Kingdom

The Excellence in Cities (EIC) program was introduced in the United Kingdom in 1999 to improve school achievement. It involves partnerships between the government, local education authorities, and local schools, and it works to transform and improve secondary education. This report describes how EIC has begun to transform the educational experience of city children in 48 Phase 1 and Phase 2 local education authorities where the program has been implemented for 2 years and 1 year, respectively. It examines emerging statistical data, preliminary findings from independent evaluation of the program, and illustrative case studies emerging from EIC partnerships and their schools. The following six sections are included:(1) Excellence in Cities: The Story So Far; (2) Meeting Individual Pupil Needs: The Three Key Strands Learning Mentors, Learning Support Units, and Provision for the Gifted and Talented; (3) Strengthening School Provision: From City Learning Centres to Beacon and Specialist Schools; (4) The Primary Extension Project; (5) Making a Difference: Measured Impact; and (6) Action for the Future. (SM)

ED 465 827 UD 035 029

DeLeire, Thomas; Kalil, Ariel
How Do Cohabiting Couples with Children Spend Their Money? JCPR Working Paper.
SPONS. AGENCY- McCormick Tribune Foundation, Chicago, IL.
PUB DATE- 02
NOTE- 68p.; Grant provided to Center for Human Potential and Public Policy, Harris Graduate School of Public Policy Studies,

Village Talks: Racial Socialization of Our Children" (Ha[illegible]te Pipes McAdoo); (5) "Racial Socialization of Young Black Children" (Marie Ferguson Peters); (6) "Racial Identity Development in African American Children: Cognitive and Experiential Antecedents" (Carolyn Bennett Murray and Jelani Mandara); (7) "Racial Socialization Processes in Single-Mother Families: Linking Maternal Racial Identity, Parenting, and Racial Socialization in Rural, Single-Mother Families with Child Self-Worth and Self-Regulation" (Velma McBride Murry and Gene H. Brody); (8) "A Psychological and Educational Perspective on Black Parenting" (Anderson J. Franklin, Nancy Boyd-Franklin, and Charlene V. Draper); (9) "Family and Child Influences on Educational Attainment: A Secondary Analysis of the High/Scope Perry Preschool Data" (Tom Luster and Harriette Pipes McAdoo); (10) "Sankofa Shule Spells Success for African American Children" (Shariba W. Rivers and Freya A. Rivers); (11) "Conflict Resolution Styles among African American Children and Youth" (Algea O. Harrison-Hale); and (12) "Violent Crime, Race, and Black Children: Parenting and the Social Contract" (Bill E. Lawson and Renee Sanders-Lawson). (Papers contain references.) (SM)

ED 465 847   UD 035 118

A More Perfect Union: Building an Education System That Embraces All Children. The Report of the NASBE Study Group on the Changing Face of America's School Children.
SPONS. AGENCY- Joyce Foundation, Chicago, IL.
PUB DATE- 01
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Academic Standards; *Cultural Differences; Culturally Relevant Education; *Diversity (Student); Elementary Secondary Education; *Equal Education; *Minority Group Children; Public Education; Racial Discrimination
IDENTIFIERS- Achievement Gap

This monograph discusses the situation confronting education policymakers regarding growing student diversity. Many education policymakers are frustrated by the persistent achievement gap between white and nonwhite students, which is as wide or wider when it comes to top-performing students. Students are experiencing racial intolerance at school. When school systems are intolerant of diversity and neglect to take important steps, they help maintain the achievement gap. Disproportionate numbers of minority students are placed in special education and other lower-track programs, and they get a lower-level curriculum that does not present a complete picture of diverse contributions to society. Students of color tend to have less-qualified teachers, and their schools do not address diverse learning styles or encourage students to engage in cultural inquiry based on shared values. A culturally competent education system should help students and staff interact constructively with diverse individuals; help students develop knowledge, skills, and dispositions needed to achieve high standards; and foster renewed focus on ideas that bind all Americans. Culturally competent schools should use high-quality academic standards, adopt a curriculum that fosters cultural competency, and acknowledge students' diverse learning styles. An afterword offers "Promoting Unity in a Diverse Society" (Brenda Welburn). (SM)

Interdisciplinary Academic Center. Occasional Paper.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 00
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Formative Evaluation; *Interdisciplinary Approach; Organizational Theories; Organizations (Groups)
IDENTIFIERS- National Institute for Science Education

This document reports on how formative evaluation was used by the National Institute for Science Education (NISE) to achieve its stated goals and to develop an institute from an amorphous group. It was found that formative evaluation should provide ideas, information, models, and language that an emerging interdisciplinary organization can use to reframe and revise what it is accomplishing and what kind of organization it is becoming. It should enhance the leaders' capacity to function as reflective practitioners by assisting them in tackling dialectically their most local of local detail and their most global of global structures. Contents include: (1) "Chronology of the NISE"; (2) "The Evolution and Activities of the NISE's Formative Evaluation Team"; (3) "The Goals-Strategies-Outcomes Model"; (4) "Models from Organizational Theory"; (5) "The Knowledge Building Entity Model"; (6) "Ideal Intellectual Tasks"; (7) "Ideal Organizational Processes"; and (8) "Conclusion." (Contains 29 references.) (YDS)

ED 465 499 SE 065 612

Manes, Michelle
Student Learning in Linear Algebra: The Gateways To Advance Mathematical Thinking Project.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 96
NOTE- 10p.; Paper presented at the Conference on the Teaching of Mathematics (Baltimore, MD, June 21-22, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Algebra; Higher Education; Mathematical Concepts; Mathematics Activities; *Mathematics Instruction; *Problem Solving; *Thinking Skills; *Transformations (Mathematics); *Vectors (Mathematics)
IDENTIFIERS- *Linear Algebra

This document provides a preliminary report of the study Gateways To Advance Mathematical Thinking (GAMT) run by Educational Development Center, Inc. (EDC). The study was designed to see what types of reasoning students who have recently completed a linear algebra course apply to problems in algebraic thinking. Student interviews were used as the method of research with six questions on dot products, systems of linear equations, and linear transformations. In analyzing the data, six main issues were chosen as the focus of inquiry: dot product; relationship between a linear transformation and its matrix; solving a system of linear equations; meaning, number, and nature of the solution to a system of linear equations; visualization; and linear thinking: properties of a linear transformation. Preliminary results are based on early work with "dot product" and "meaning, number, and nature of the solution to a system of linear equations." Most of the paper consists of transcripts of interviews with students during their attempts to solve pioneered the use and validation of a learning environment instrument in laptop schools in Canada. (Contains 37 references.) (Author/MM)

ED 465 522   SE 066 128

Davidson, Betty M.; Dell, Geralyn L.; Walker, Harriet
Teacher Leadership   Learner-Rich Environment = Project Math.
PUB DATE- 02
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *At Risk Persons; Elementary Education; *Mathematics Curriculum; *Mathematics Instruction
IDENTIFIERS- *Accelerated Schools; Learning Environment; Teacher Leadership

This paper presents the results of a study conducted to understand what took place in Project Math, a special program developed by teachers who were trained in the Accelerated Schools Project in a Southern school. The Accelerated Schools Project is a comprehensive model of school reform, designed to improve school experiences and achievement for at-risk learners. Project Math resulted in the redesign of the mathematics curriculum and regrouping of students into more successful learning environments. It is concluded that Project Math made important contributions to students' math understanding in the participant school. As a result of lower student-teacher ratios, the participant teacher was able to address the needs of individual students, and students felt encouraged by the individual attention they received from their teacher. In their interviews, students expressed more positive attitudes toward mathematics because of the learner-rich environment provided in Project Math. Classroom teachers also felt more confident in experimenting with new strategies and ideas for teaching math as a result of the interactive workshops. (Contains 13 references.) (MM)

ED 465 523   SE 066 129

Carter, William; Sottile, James M., Jr.
Changing the "Ecosystem" of Preservice Math and Science Methods Classes To Enhance Students' Social, Cognitive, and Emotional Development.
PUB DATE- 02
NOTE- 19p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Sarasota, FL, February 27-March 2, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Active Learning; Biological Sciences; Constructivism (Learning); Elementary Education; Higher Education; Mathematics Education; *Preservice Teachers; Science Education; Self Concept; *Teacher Education

This research examines the critical factors in a science/math methods course and its effect on the dispositions of preservice elementary education majors. In order to break the cyclical

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Elementary Secondary Education; Leaders; *Leadership; *Mathematics Teachers; *Science Instruction; *Science Teachers
IDENTIFIERS- ERIC Digests

This ERIC Digest discusses the many ways that science and mathematics teachers can lead and help develop leadership in their schools and departments. The digest provides many suggestions about how teachers can lead along with ideas concerning the development of leadership roles. Resources for cultivating leadership are also provided. (Contains 14 references.) (MVL)

ED 465 544 SE 066 199

Haury, David L.
The State of State Proficiency Testing in Science. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Achievement Tests; Elementary Secondary Education; *National Standards; Science Instruction; Science Teachers; *State Standards; *Testing
IDENTIFIERS- ERIC Digests

Schools across the United States are striving to improve student performance in science by adjusting curricula and teaching practices to meet national and state standards. This ERIC Digest describes the current status of proficiency testing in science, including the topics of high stakes testing and its outcomes. It also discusses the future of science as it is affected by the high level of testing. As states quickly begin to align their science testing with the current standards, they must remember to have their teachers "teach to the standards." (MVL)

ED 465 545 SE 066 200

Haury, David L.
Teaching Science through Inquiry with Archived Data. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Data; *Data Analysis; Elementary Secondary Education; *Inquiry; *Internet; *Science Instruction; Teaching Methods
IDENTIFIERS- ERIC Digests

Teaching through inquiry can take many forms with most descriptions of inquiry emphasizing investigations. Though they'll learn in The Periodic Table--a fun and engaging look at the road map of the elements. Young students will learn about key information included on the table, including atomic number, atomic mass and chemical symbol. They'll learn about the creator of the original periodic table, Dimitri Mendeleev, and discover how he grouped elements together based on their similar properties. The arrangement of the modern table is covered in depth, including a look at the periods, groups and the various families of elements. Kids are introduced to the concept of electron shells and how they are involved in the bonding of atoms, and why some elements are highly reactive while others are very stable. Includes fun visuals, colorful graphics and a hands-on activity, which demonstrates that different elements have different chemical properties. This program is based on the concepts outlined in the National Science Education Standards for Physical Science: Properties and Changes of Properties of Matter, Motions and Forces and Transfer of Energy. This program includes a teacher's guide. (Author)

ED 465 571 SE 066 264

Friction. Physical Science in Action TM . Schlessinger Science Library. Videotape .
PUB DATE- 00
NOTE- 0p.; For other videotapes in series, see SE 066 251-261. Teacher's Guide is available from http://www.libraryvideo.com. Eleven-volume set can be purchased for $329.45.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- *Demonstrations (Science); Hands on Science; Intermediate Grades; Junior High Schools; Motion; *Physical Sciences; Science Activities; Science Instruction; Videotape Recordings
IDENTIFIERS- *Friction

Most people think friction is what happens when two things are rubbed together. But there's so much more! Friction is a force that resists motion. Yet, without friction, motion would be impossible. Students will learn more about this natural force and the attempts made at controlling it in the world. Includes a hands-on activity and graphic demonstrations. One of the 16 volumes in the Physical Science in Action series in the Schlessinger Science Library. Part of the Schlessinger Science Library in Action Collection. This title correlates to the National Science Education Standards for Physical Science--properties and changes of properties in matter, motions and forces, and transfer of energy. This program includes a teacher's guide. (MM)

ED 465 572 SE 066 265

Forces. Physical Science in Action TM . Schlessinger Science Library. Videotape .
PUB DATE- 00
NOTE- 0p.; For other videotapes in series, see SE 066 251-261. Teacher's Guide is available from http://www.libraryvideo.com. Eleven-volume set can be purchased for $329.45.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print

The PUMP Algebra Project was a systemic effort in a mid-size urban city focusing on professional development of middle school mathematics teachers, which had a long-term goal of enabling more minority students to be algebra-ready by the end of 8th grade. The development of teacher leaders was not a targeted focus of the Project; it was a major unanticipated benefit of the Project. Through summer content and pedagogical courses, academic year seminars, and classroom-level support, teachers began to provide leadership in their buildings with regard to four PUMP classroom strategies: emphasizing that mathematics is for all; engaging students in worthwhile mathematical tasks; enhancing students' mathematical discourse; and involving students in collaborative mathematical activities. These teacher leaders also played key roles in their district in revamping their lowest level high school mathematics courses, integrating technology into instruction, and adopting broader approaches to assessment. PUMP teachers also emerged as leaders in the Urban League-sponsored after-school and summer algebra programs for middle school students, a big brother/sister after-school mathematics mentoring program, the collaborative design of an applied mathematics student module with Caterpillar engineers, and the creation of an affiliate mathematics education group of the National Council of Teachers of Mathematics (NCTM). (Contains 12 references.) (Author/MVL)

ED 465 595   SE 066 293

Hofstein, Avi; Even, Ruhama
Developing Chemistry and Mathematics Teacher Leaders in Israel.
PUB DATE- 01
NOTE- 21p.; In: Developing Teacher Leaders: Professional Development in Science and Mathematics; see ED 451 031.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Chemistry; *Faculty Development; Foreign Countries; *Mathematics Instruction; *Science Teachers; Secondary Education; *Teacher Leadership
IDENTIFIERS- *Israel

The implementation of new standards in science and mathematics education necessitates an intensive and comprehensive professional development of science and mathematics teachers. Israel, which currently is in the process of reforming school science and mathematics, constructed a continuous lifelong framework for such professional development. This framework includes the development of science and mathematics teacher leaders. This chapter presents a detailed description of two examples of such leadership preparation in chemistry and mathematics teaching conducted at the Department of Science Teaching in the Weizmann Institute of Science. There are similarities in the structure of the two courses. However, the content and activities were designed to attain the specific nature and goals of each of these areas in general, and the aims and objectives of the curriculum developers in particular. (Contains 23 references.) (Author/MVL)

ED 465 596   SE 066 294

Rogers, Laura N.; Tyndall, Patricia D.
Teachers' Perspectives: Developing Instructional Leadership through Classroom Inquiry.
PUB DATE- 01

included students (n=27) in a 5th grade classroom. Among the findings, it was noted that the integration of reading with science and the integration of writing with science would need to be dealt with as two separate issues. Science appeared to be successfully integrated with reading, but far less so with writing. (Contains 14 references.) (MVL)

ED 465 617 SE 066 339

Lynch, Mary Jean; Zenchak, John J.
Use of Scientific Inquiry To Explain Counterintuitive Observations.
PUB DATE- 02
NOTE- 11p.; In: Proceedings of the Annual International Conference of the Association for the Education of Teachers in Science (Charlotte, NC, January 10-13, 2002); see SE 066 324.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Demonstrations (Science); Elementary Secondary Education; *Hands on Science; *Inquiry; *Science Activities; Science Instruction; Student Motivation

Many hands-on activities are just demonstrations in which students handle materials to illustrate concepts. These activities may initially capture students' attention, however, many of the activities are either so highly structured that they minimize exploration or are so loosely structured that they minimize conceptual understanding. To maximize learning, students need opportunities to explore in a way that enhances their understanding. A series of inquiry-based classroom activities has been designed for the elementary and middle school levels that excite students' curiosity, draw students into the experiences, use simple materials, and explain concepts at developmentally appropriate levels. The approach addresses teachers' concerns about process versus content and developmental appropriateness. The core of the approach to inquiry is the demonstration experiment, a structured exploration activity which begins with a discrepant event and then requires the use of scientific inquiry to explain the counterintuitive observations. This paper concerns the use of these activities in the classroom. (Contains 20 references.) (MVL)

ED 465 618 SE 066 340

Reiff, Rebecca; Harwood, William S.; Phillipson, Teddie
A Scientific Method Based upon Research Scientists' Conceptions of Scientific Inquiry.
PUB DATE- 02
NOTE- 25p.; In: Proceedings of the Annual International Conference of the Association for the Education of Teachers in Science (Charlotte, NC, January 10-13, 2002); see SE 066 324.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *Inquiry; Models; *Scientific Methodology; *Textbook Research

For students to develop a more realistic picture of how scientists practice science, there must be well-researched understanding of how scientists do science. A model for the process of scientific inquiry that more closely reflects actual

Even though the number of research participants is decidedly limited, their responses shed more insight on the investment that science educators should make to influence preservice teachers' perceptions. In doing so, this study provides an interpretative approach that Anderson and Mitchener (1994) say is needed to improve science education. The three students were asked to draw a picture of a science teacher at work several times over the course of the study. The findings included that the three interns had images of science teachers that were consistent with the vision of the National Science Education Standards. Specifically, the teachers in the drawings were standing beside the students (with one exception) offering guidance. The students in the pictures were actively engaged in the activities, conducting investigations, and collecting data. The female interns drew female teachers while the male drew male teachers. No one drew a teacher who was an underrepresented minority. (Contains 21 references.) (MVL)

ED 465 641 SE 066 364

Coombs-Richardson, Rita
Mentoring and Constructivism: Preparing Students with Disabilities for Careers in Science.
PUB DATE- 02
NOTE- 14p.; In: Proceedings of the Annual International Conference of the Association for the Education of Teachers in Science (Charlotte, NC, January 10-13, 2002); see SE 066 324.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *High Risk Students; *Mentors; *Science Teachers

There are no throw away children. Each child is an individual who deserves to experience personal achievement. History has demonstrated the dangers of a survival of the fittest philosophy. A civilized society is one that includes all its citizens, the weak as well as the strong. Students are placed at-risk when their silent cries for help are ignored. Teachers must go the extra mile and beyond the normal boundaries to maximize the potential of their students. Mentoring students involves building nurturing relationships as well as guiding students toward self-sufficiency and self-management. The goal of mentoring is to eventually produce responsible and independent individuals who are able to advocate for them. Education systems must go beyond the products or outcomes of schooling and include knowledge and skills essential for socialization, citizenship, and human development. Mentoring realizes this obligation by involving the whole child in the search of islands of competence. It involves all the essential dimensions of the human condition: the intellectual, the physical, the aesthetic, the spiritual, the emotional, and the social. (Contains 25 references.) (MVL)

ED 465 642 SE 066 365

Reiff, Rebecca
If Inquiry Is So Great, Why Isn't Everyone Doing It?
PUB DATE- 02
NOTE- 22p.; In: Proceedings of the Annual International Conference of the Association for the Education of Teachers in Science (Charlotte, NC, January 10-13, 2002); see SE 066 324.
LANGUAGE- English

that features examples of post and beam homes; (2) The Museum of Appalachia, Tennessee, where Swedish settlers first introduced log-style structures in the New World during the 18th century; (3) a demonstration of a "hands-on" approach on how to build a sod house in Minnesota; and (4) El Rancho Las Golondrinas, a living history museum outside of Santa Fe, New Mexico, that teaches about building the Spanish-American adobe home. This lesson plan provides an overview of these segments, previewing activities; vocabulary, understanding geography, and chronology; a graph of the home types; discussion questions; student activities; and relevant vocabulary. The lesson plan identifies which subjects are appropriate for study, grade level, national history standards, and student educational objectives. (BT)

ED 465 666   SO 033 804

Bliss, Pam, Ed.; Kaplan, Howard, Ed.
The Trials of Culture--Law, Conflict, and Change.
PUB DATE- 02
NOTE- 35p.; Theme issue. Published three times each year.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Censorship; *Court Litigation; *Cultural Context; Law Related Education; *Social Change; Social Studies; Television Viewing
IDENTIFIERS- Congress; Historical Background; Religious Freedom; Supreme Court

This magazine aims to help high school teachers of civics, government, history, and law and law-related education program developers educate students about legal issues. This volume focuses on culture, law, conflict, and change. The first article, "Trying Beliefs: The Law of Cultural Orthodoxy and Dissent" (J. H. Landman), demonstrates how U.S. guarantees of religious expression and limits on political speech reflect England's legal legacy. "Slap Leather! Legal Culture, Wild Bill Hickok, and the Gunslinger Myth" (S. Lubet) uses an example from the Wild West to explore how the culture of the times can influence what happens in the courtroom. "Culture on Trial: Censorship Trials and Free Expression" (M. Heins) explains how censorship trials have tried to define what people may see and say. In "Perspectives," there are three articles: "Lawyers in Space: Teaching about Law with Science Fiction Materials" (P. R. Joseph); "Lawyers and Courtroom Trials on Prime-Time Television" (D. R. Papke); and "Tuning in to the Courtroom: A Brief History of Television and Criminal Trials" (M. S. Trossman). To help students learn how to participate in and influence public debates on the complex relationship between culture and the courts, "Students in Action" offers the following: "When Guilt or Innocence Depends on the Era" (S. Lubet); "Changing Times Changing Censorship" (W. Routier); and "TV in the Courtroom" (G. Mertz). "Learning Gateways" introduces students to English and U.S. laws, policies, and court actions designed to accommodate and sometimes suppress cultural and political outlooks. The "Supreme Court Roundup" (C. F. Williams) discusses recent cases involving student-graded classroom work, school urinalysis drug testing, and a permit requirement for door-to-door activist advocates. "News from Capitol Hill" (A. S. Heinz) offers a look at the opening of a legislative session dominated by debate over the War on Terrorism, homeland security, and the economy. "Teaching with the News" (J. H. Landman) looks at the devastation wrought by the destruction of historical monuments and the mounting knowledge and perspectives based on how knowledge was formed outside of the classroom prior to the course. (Contains 28 references.) (BT)

ED 465 686 SO 033 887

Irlen, Sandra; Dorr, Aimee
Teen Television as a Stimulus for Moral Dilemma Discussions: Adolescent Girls' Conversations about "Dawson's Creek," "Freaks and Geeks," "Get Real," and "7th Heaven."
PUB DATE- 02
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescent Attitudes; *Adolescents; Audience Awareness; *Audience Response; Communication Research; *Mass Media Use; Middle Schools; *Television Viewing
IDENTIFIERS- *Conversation; Kohlberg Moral Judgment Interview; *Moral Reasoning; Transactive Communication

Teen television, which in large part is made up of moral dilemmas, is often a topic of adolescent discussion. Discussions among adolescent friends are viewed as playing an essential role in moral reasoning development, making it important to investigate television's potential to stimulate these discussions. A study investigated adolescent girls' conversations about teen television dramas to determine whether these types of conversations contained moral dilemma discussions that embodied the elements of conversation hypothesized to promote growth in moral reasoning (i.e., conflict and transactive dialogue/transformation). Differences between unstructured and structured settings for stimulating conversations containing conflict and transactive dialogue/transformation were compared. Twelve pairs of 11-13 year old girls who had watched any of the 11 teen TV shows in syndication during 1999-2000 took part in the study. Participants were evenly distributed across the 6th-8th grades. After viewing a 45-minute program, friends were grouped in pairs to discuss the program with each other and were audiotaped. The investigator induced a moral dilemma conversation by giving the girls a series of questions about the main moral dilemma in the program. Questions were modified for the specific program using Kohlberg's moral judgment interview. Each participant also completed an informational questionnaire. Conversations were transcribed and coded for transactive dialogue/transformation, conflict, and moral reasoning levels present within the conversation. Findings suggest that popular television programs may in fact be excellent teaching tools, presenting real-life illustrations of dilemmas involving serious issues that adolescents may face. Includes a table and three figures. Program summaries are appended. (Contains 22 references.) (BT)

ED 465 687 SO 033 888

Holliday, Dwight C.
Jigsaw IV: Using Student/Teacher Concerns To Improve Jigsaw III.
PUB DATE- 02
NOTE- 18p.; For an article on the development of Jigsaw IV, see ED 447 045.
LANGUAGE- English

Williamson, Ronald D.; Hudson, Martha B.
Breaking the Bonds: Women School Leaders Confront the Effects of Socialization.
PUB DATE- 02
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Role; *Assistant Principals; Educational Research; Elementary Secondary Education; *Leadership Styles; *Leadership Training; School Culture; *Socialization; Student Reaction; *Women Administrators
IDENTIFIERS- Administrator Surveys; *Educational Leadership; Grounded Theory

Demand for school reform continues to be characterized by a cry to adopt new leadership behaviors and change the preparation of school leaders. Once hired, new school leaders are confronted by the weight of tradition and history in their new jobs. This paper reports on an investigation of the impact of these socialization practices on new assistant principals, particularly women graduates of one leadership preparation program. The paper states that the investigation examined the way in which these women were inducted into school leadership. Each graduated from a newly designed preparation program built around state and national standards, focused on teaching and learning as the central role of schools, and committed to collaborative approaches as the best way to achieve shared goals. It explains that because the study subjects were women, the investigation also explored the impact that gender-associated leadership preferences had on their socialization. The paper notes that preliminary data were collected when the students graduated from the program, and two years following graduation. After each student had completed a second year as a school leader, they were resurveyed. It states that a grounded theory approach was used to analyze student responses. The study in the paper found that during preparation of these new school leaders, the centrality of teaching and learning, democratic leadership, attention to relationships, and decision-making (contextual and grounded in an ethic of care) were emphasized. The paper recounts many examples of the thought provoking, feminine leadership style these program graduates employed. (Contains 65 references.) (BT)

ED 465 706   SO 033 909

Wood, Shaunda L.
Becoming a Woman Engineer in the Community of Practice: Validity and Value in Engineering-Education Research.
PUB DATE- 02
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Choice; Case Studies; Cultural Context; Educational Research; *Engineering; Engineering Education; *Females; Graduate Students; Higher Education; Interviews; *Social Environment; *Women Scientists

classroom. Inadequate classroom management preparation left them struggling to survive in the real world of teaching and learning. University professors and student teacher programs did not adequately bridge the gap between theory and practice. In those schools that provided professional, instructional, and social support, members of the school community said that if novices were adequately prepared, the time and resources of the school could be used for other aspects of teacher socialization. The results also indicated that interdisciplinary teaming, if implemented to increase professional and collegial development, could substantially aid new teachers during the socialization process. Finally, the study showed that effective teacher socialization was the result of the process within the school, rather than the result of its individual components. (Contains 40 references.) (SM)

ED 465 726   SP 040 872

McGhie-Richmond, Donna R.
Caring as Relating: Illuminating the Cognitive-Affective Connection in Teaching.
PUB DATE- 02
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Augmentative and Alternative Communication; Communication Skills; Elementary Education; Knowledge Base for Teaching; Multiple Disabilities; Pedagogical Content Knowledge; *Special Education Teachers; *Teacher Attitudes; *Teacher Competencies; Teacher Expectations of Students; Teacher Responsibility; Teacher Role; Teaching Methods; Teaching Skills
IDENTIFIERS- *Caring; Teacher Knowledge

This study examined the teaching practices of Maria, a special education teacher who worked with students who had multiple disabilities, were nonverbal, and used augmentative and alternative communication. The study focused on the complex, interdependent, and dynamic nature of teacher knowledge, beliefs, and practices, illuminating the connection between the affective and cognitive dimensions of the teacher. It looked at what Maria knew and believed that led her to teach her students as she did. Data were collected via classroom observations over 5 months, semi-structured interviews with Maria and members of her classroom team, and analysis of pertinent documents. Results indicated that Maria's beliefs about her students, her role and responsibilities as their teacher, and the nature of knowledge interacted to define her teaching practices and, in turn, shape her evolving knowledge, particularly her pedagogical content knowledge or wisdom of practice. The results highlighted an affective dimension of teaching defined as caring, which was witnessed in Maria's interactions with her students and team members. Maria defined and made sense of her teaching and determined what counted as being important for her students based on both the cognitive and affective dimensions of teaching. (Contains 57 references.) (SM)

ED 465 727   SP 040 873

Lustick, David
National Board Certification as Professional Development: A Study That Identifies a Framework and Findings of Teachers Learning To Manage Complexity, Uncertainty, and Community.
PUB DATE- 02
NOTE- 30p.; Paper presented at the Annual Meeting of the American

education agencies, state agencies of higher education, teacher education colleges, and local school districts to collaborate on improving teacher education and induction. Projects identified lessons learned regarding impact, models of teacher education, arts and science faculty engagement, teacher education curriculum, clinical experiences, standards, recruitment, retention, and professional development. Respondents considered experiential learning invaluable for student teachers. They considered the post-baccalaureate effective, also noting the effectiveness of an undergraduate minor in education and programs that deliberately linked undergraduate study to community and classroom experience in graduate license preparation. They had difficulty engaging arts and sciences faculty. Change in teacher education programs did not occur rapidly, and statewide partnerships were most successful in strategies to modify curriculum. Student cohorts, early exposure to the classroom, Professional Development School experiences, and careful preparation of mentors and cooperating teachers contributed to more successful teachers. Projects spanned the spectrum of standards, focusing on content standards. Personal attention by faculty contributed to successful student recruitment and retention. More sophisticated, customized approaches to induction and professional development addressed barriers to teacher retention. (Contains 70 references.) (SM)

ED 465 746   SP 040 898

Angelle, Pamela S.
Beginning Teachers Take Flight: A Qualitative Study of Socialization.
PUB DATE- 02
NOTE- 44p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Austin, TX, February 14-16, 2002).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; *Beginning Teacher Induction; *Beginning Teachers; *Faculty Development; Interdisciplinary Approach; Mentors; Middle School Teachers; Middle Schools; Principals; Teacher Attitudes; Teamwork
IDENTIFIERS- Louisiana; *Teacher Socialization

This qualitative study examined the socialization experiences of novice Louisiana middle school teachers. With the middle school as the unit of analysis, it used the aeronautical metaphor to describe schools as organizations where new teachers' initial flight into teaching occurred. Data collection involved interviews with principals, mentors, and new teachers and classroom observations of new teachers. Data analysis indicated that four-year preservice university programs were not adequately preparing student teachers for the realities of the classroom or providing them with necessary classroom techniques. The gap between theory and practice was not adequately bridged by university professors or student teaching programs. The study also found that interdisciplinary teaming, when implemented to increase professional and collegial development, could substantially help new teachers during the socialization process. Schools across contexts which implemented teaming received some benefit, regardless of how the concept was viewed. Effective teacher socialization was the result of processes within the school, rather than the result of its individual components. The paper presents

IDENTIFIERS- Argumentation Theory

This case study examined the role of field dependence in the failure of an online dyadic discussion of a complex issue, whether or not creationism should be placed on an equal footing with evolution in high school science classrooms. In this study, field is used to designate whole disciplines, rather than factions within disciplines. Using discourse analysis methods developed by J. Gee (1999), the study shows how each individual approaches the given issue from her own field, contributing to the failure of the negotiation. A transcript of an online discussion between two participants in a secondary education course, one an anthropologist by prior training and the other a chemist, was analyzed. Analysis of the discussion shows two opposing situated social activities, establishing interpersonal subjectivity versus intellectual one-upmanship and knowledge display. These social activities shape the arguments each participant constructs. The paper also discusses the limits of field dependence as an explanatory mechanism in this instance and expands the notion that social argumentation is not just field dependent, but also socially situated. The argument an individual produces is not just an outcome of the field of knowledge that the individual makes relevant, but also of the socially situated activity it reflects and helps constitute. An appendix contains a transcription of the discussion. (Contains 26 references.) (SLD)

ED 465 766   TM 033 905

Washington, Wanda
AISD's Title I (Part C) Migrant Education Program.
PUB DATE- 02
NOTE- 12p.; Printed on colored paper.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; Federal Aid; *Migrant Children; Migrant Education; Minority Groups; Non English Speaking; Program Descriptions; Program Effectiveness; *Resource Allocation
IDENTIFIERS- *Austin Independent School District TX; *Improving Americas Schools Act 1994 Title I

This report describes the Migrant Education Program of the Austin Independent School District, Texas (AISD) under Title I, Part C. The AISD receives federal funds through the Texas Education Agency for the costs associated with staff to identify, recruit, and then address the needs of, migrant children and youth within the districts attendance area. The Migrant Education program directs funds for emergency medical and dental services, parental training, and liaison-assistance between the migrant family and the school/community, payment of education-related fees, and evaluation of program effectiveness. The 2000-2001 budget allocation was approximately $111,485. Program staff included two full-time employees: a data-tracking specialist and a recruiter/parent support specialist. Program records indicate that 230 migrant students resided in the AISD attendance area during the period September 2000 to August 2001. Of these students, 194 were enrolled on AISD campuses, and half of these were designated limited English proficient. Forty percent were from low-income families, 2% were designated special education, and 1% were classified as gifted. Attendance rates for migrant students often trailed district attendance. Three secondary migrant students were provided tutorial services during the 2000-2001

Choice Tests; Performance Factors; *Secondary School Students; *Test Construction; Test Format; Test Items
IDENTIFIERS- *Item Dependence

This study tested the hypothesis that the common approach to test construction in which recognition questions (RQs), such as multiple-choice items, are followed by constructed response questions (CRQs) encourages students to use the informationally rich RQs to gain marks on the CRQs, thus introducing Local Item Dependence (LID) and inflating the CRQ test scores. This was tested with 188 children aged 10 to 16 years in 5 schools using class tests in 4 topic areas. The children in each class were randomly assigned to take the test in the traditional RQ-CRQ order, or in the experimental CRQ-RQ order. Using two independent t-tests, the groups were then compared on their RQ scores and on their CRQ scores. The results indicate that a statistically significant advantage was gained on the CRQs when the traditional order of test construction was used. Differences in mean RQ scores were used to check if factors other than LID, which could be associated with the nontraditional order, might have influenced CRQ results. These checks showed no statistically significant differences between the two groups. It is concluded that the traditional order can produce LID and result in inflated test scores for the constructed response part of the test. (Contains 1 figure, 1 table, and 24 references.) (SLD)

ED 465 786   TM 034 171

Bostick, Tony
Gender Differences for 6-12th Grade Students over Bloom's Cognitive Domain.
PUB DATE- 02
NOTE- 8p.; Paper presented at the Annual Meeting of the Western Psychological Association (Irvine, CA, April 14-17, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Ability; *Elementary School Students; Intermediate Grades; Secondary Education; *Secondary School Students; *Sex Differences; Student Evaluation
IDENTIFIERS- Bloom (Benjamin S); *Blooms Taxonomy; *Cognitive Domain

This study considered the possibility that different formats of objective test questions might differentially favor males or females and that males and females might respond differently to objective questions aimed at assessing abilities at different levels of Bloom's cognitive domain. Class tests were constructed on recently taught topics, with each test containing questions in three parallel subtests, multiple-choice, true-false, and matching. Each subtest had six questions, and each of the questions was targeted to one level of Bloom's Cognitive Domain by the test writers. Questions at each level were matched to the same expected difficulty level by the writing team using a variant of the Angoff method. This design was replicated in 5 schools across 4 curriculum areas with 65 male and 123 female students in grades 6 through 12. Results show only one significant difference in gender performances across the levels of Bloom's Cognitive Domain. This is a female advantage at the level of Analysis. A comparison of mean male and female scores on the three subtest formats also shows only one statistically significant advantage--an advantage for females on the matching questions. This was found to be due to significant female advantages at the

IDENTIFIERS- Colorado; *Colorado Student Assessment Program

A number of states have school building accountability systems that rely on comparisons of achievement from one year to the next. Improvement of the performance of schools is judged by changes in the achievement of successive groups of students. Year-to-year changes in scores for successive groups of students have a great deal of volatility. The uncertainty in the scores is the result of measurement and sampling error and nonpersistent factors that effect scores in one year but not the next. The level of uncertainty was investigated using fourth-grade reading results for 4 years of administration of the Colorado Student Assessment Program. Results were available for between 700 and 800 schools each year. It was found that the year-to-year changes are quite unstable, resulting in a near-zero correlation of the school gains from years 1 to 2 with those from years 3 to 45. Some suggestions for minimizing volatility in change indices for schools are provided. (Author/SLD)

ED 465 806 TM 034 193

Ruiz-Primo, Maria Araceli; Li, Min; Shavelson, Richard J.
Looking into Students' Science Notebooks: What Do Teachers Do with Them? CSE Technical Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 02
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication (Thought Transfer); *Elementary School Students; Feedback; Intermediate Grades; *Science Instruction; *Student Evaluation; *Student Journals; Teaching Methods

This paper proposes the use of students science notebooks as one possible unobtrusive method for examining some aspects of teaching quality. Students science notebooks were used to examine the nature of instructional activities in their science classrooms, the nature of teachers' feedback, and how these two aspects of teaching were correlated with student achievement. Researchers examined the characteristics of science notebooks for 6 students from each of 10 fifth-grade classrooms. Each entry was analyzed. Results indicate that raters can consistently classify students notebooks in spite of the diversity of the forms of communication (written, schematic, or pictorial). They can also consistently score the quality of a students communication, conceptual, and procedural understanding and the quality of a teachers' feedback to the student. The intellectual demands of the tasks required by the teachers were, in general, low. Teachers tended to ask students to record the results of an experiment or to copy definitions. Low student performance scores across two curriculum units revealed that students communication skills and understanding were far from the maximum score and did not improve over the course of instruction during the school year. Teacher provided little, if any, feedback. Only 4 of the 10 teachers provided any feedback to students notebook entries, and when feedback was provide, comments took the form of a grade, checkmark, or a code phrase. It is concluded that the benefits of science notebooks as a learning tool for students and a source of information for teachers were not exploited in the science classrooms studied. An appendix describes the performance assessments these students used. (Contains 4 figures, 7 tables,

University of Chicago.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Alcohol Abuse; *Child Welfare; Children; *Cohabitation; *Family Income; *Marital Status; One Parent Family; *Parent Responsibility; *Parents; Tobacco
IDENTIFIERS- *Spending Patterns

Cohabitation is an increasingly prevalent living arrangement in the United States. Although the effects of living in a cohabiting arrangement on child wellbeing are not fully understood, the literature on children growing up in cohabiting families suggests that they have poorer developmental outcomes than do those growing up in married-parent families or in single-parent families. This paper uses data from the Consumer Expenditure Survey to see if cohabiting couples with children spend their income on a different set of goods (i.e., have a different distribution of expenditure) than either married parents or single parents. Using a variety of analytical tools, the results find that cohabiting couples spend a substantially larger share of their total expenditure on alcohol and tobacco than do either married-parent families or single parents. Cohabiting couples with children also spend less on health care and less on education than do married parents. (Contains 39 references.) (Author/SM)

ED 465 828 UD 035 030

Johnson, Kirk A.; Kafer, Krista
What the Harvard/Mathematica Study Says about Vouchers and Low-Income African-American Students.
PUB DATE- 02
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Black Students; *Educational Vouchers; Elementary Education; *Low Income Groups; Parent Attitudes; *School Choice; Scores; Urban Schools

This report discusses how the School Choice Scholarships Foundation, a philanthropic, privately funded voucher program, selected students to receive vouchers and reviews the results of a study on vouchers and low-income, African-American students. New York City students were selected to receive the vouchers via a lottery. During the application and eligibility process, students took baseline achievement tests and parents completed questionnaires about their satisfaction with their children's current school, involvement with their children's schooling, and demographic characteristics. These data were used to assess the effectiveness of vouchers in raising student achievement. Results indicated that standardized reading and mathematics test scores for black students who had used their vouchers to attend private schools for 3 years were 9.2 percentile points higher than those of comparable black students who did not attend private schools. Overall test scores for black voucher recipients who attended private schools for at least 3 years were, on average, 7.6 percentile points higher than those of black students who never attended private schools. Parent satisfaction with their children's schools was higher among parents of voucher students. (SM)

ED 465 829 UD 035 033

ED 465 848 UD 035 120

Lewis, Anne C.
Communities Working for Better Schools.
SPONS. AGENCY- Open Society Inst., New York, NY.; Mott (C.S.) Foundation, Flint, MI.
PUB DATE- 99
NOTE- 31p.; Photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Involvement; *Educational Change; *Educational Quality; Elementary Secondary Education; Minority Group Children; Partnerships in Education; Racial Bias; Racial Discrimination; *School Community Relationship; Social Class; *Urban Schools
IDENTIFIERS- Reform Efforts

The conference, Communities Working for Better Schools, brought together more than 120 parents, community organizers, and educators from a dozen cities nationwide who shared their stories about efforts to get better schools for their children, and as a consequence, better neighborhoods for their families. This publication presents information from the conference in the following areas: communities working for better schools (how to turn low-performing urban schools and districts around); what community involvement in school reform looks like (e.g., a school-community partnerships in El Paso, Texas); issues of race and class that permeate the quality of working relationships and education in urban communities; community work that has improved education in Austin, Texas, Toledo, Ohio, and Chicago, Illinois; sharing expertise to answer questions (e.g., program development, program evaluation, and sustaining program work); improving community capacity; reaching conference goals through hands-on, skill-building experiences and focused discussions; and issues and action for the future (e.g., funding community organizing and leadership development, sustaining organizing work to support school reform, linking schools with community work, and collecting and using good data). (SM)

ED 465 849 UD 035 121

Fry, Richard; Lowell, B. Lindsay
Work or Study: Different Fortunes of U.S. Latino Generations. Pew Hispanic Center Report.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- 02
NOTE- 43p.; Project of the University of Southern California Annenberg School for Communication.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Numerical/Quantitative Data (110)
DESCRIPTORS- Adolescents; Age Differences; Educational Attainment; *Employment Patterns; *Hispanic Americans; *Immigrants; *Labor Market; Racial Differences; *Wages; Young Adults
IDENTIFIERS- *Latinos

This study examines how different Latino generations (immigrants and their U.S.-born offspring) perform in the labor market, highlighting the wages and employment of young adults. It is based on tabulations of Current Population Survey data problems. Annotation of the interviews and analysis is also included. (MM)

ED 465 500   SE 065 650

Tobias, Sheila
Some Recent Developments in Teacher Education in Mathematics and Science: A Review and Commentary. Occasional Paper.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 97
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Education Courses; Elementary Secondary Education; *Knowledge Base for Teaching; *Mathematics Teachers; *Politics of Education; *Preservice Teacher Education; *Science Instruction; Teacher Education Curriculum

Teacher preparation in science and mathematics will be best served by improvements both in the pedagogy and content of the undergraduate science and mathematics courses required of future teachers and in the reform of required science and mathematics methods courses. In a review of the history and politics of teacher education, the paper underscores the twin goals of achieving program coherence and higher standards. It compares the place of mathematics education in mathematics departments with that of science education in science departments and recommends the replacement of bare bones methods courses with those combining pedagogy and content. (Contains 23 references.) (Author/YDS)

ED 465 501   SE 065 651

Kirst, Michael W.; Bird, Robin L.; Raizen, Senta A.
Tensions between Mathematics and Science Content Standards and Local Politics. Occasional Paper.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 97
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Change; Elementary Secondary Education; *Mathematics Education; *National Standards; *Politics of Education; *Science Education
IDENTIFIERS- *Reform Efforts

This Occasional Paper uses historical and recent concerns about mathematics and science content standards to demonstrate conflict and tensions that surround the process of setting standards. The tension between flexible and specific standards is analyzed. No simple recipe will resolve differing viewpoints, but this Occasional Paper analyzes key actors and provides guidance for reaching consensus. While subject matter specialists are an important component of any resolution, this Occasional Paper stresses the multiple perspectives that must be considered. (Contains 19 references.) (Author/YDS)

ED 465 502   SE 065 703

Nasci, Roger S.; Herrington, James E.
Neato Mosquito: An Elementary Curriculum Guide. 2nd Edition.
PUB DATE- 02
NOTE- 108p.; CD-ROM and QuickTime Video are not available from ERIC.

axiom that "teachers teach as they were taught," this study used a paired-t test design to indicate any significance. The preservice education majors indicated that they felt more prepared to teach developmentally-appropriate lessons in Life Science, Earth Science, Physical Science, and Astronomy. There was a development of a positive self-efficacy, which will have a great impact on the effectiveness of the new teachers. Constructivism as a theory of learning and teaching and as a significant factor in developing a heightened sense of self-efficacy was the theory used in the classes. In order to learn math and science, the learner must be active and engaged in the process. The notion of teaching science as a reading assignment and math as something to be learned in lecture is shown to be ineffectual and inefficient. (Contains 12 references.) (Author/MM)

ED 465 524   SE 066 131

Perry, Bob; Howard, Peter
A Systemic Program for Students Who Are Experiencing Difficulty with Mathematics as They Transition from Elementary to High School in Australia.
SPONS. AGENCY- New South Wales Dept. of Education and Training, Sydney (Australia).
PUB DATE- 02
NOTE- 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *At Risk Persons; Elementary Secondary Education; Foreign Countries; Mathematics Education; Numeracy; *Program Descriptions
IDENTIFIERS- Australia

"Counting On" is a systemic mathematics program that targets low achieving students in the final year of government elementary and the first year of government secondary schools through the professional development of their teachers. During 2000, "Counting On" was implemented in 40 secondary schools, involving more than 600 students, 120 school teachers, and 40 district mathematics consultants. In 2001, the implementation was extended to approximately 80 secondary schools and 80 final year elementary classes which "feed" these secondary schools, involving some 1,400 students, 320 teachers, and the 40 district mathematics consultants. This paper reports on evaluations of the program in 2000 and 2001, with particular reference to students' movement across the levels of conceptual development in place value contained in the numeracy framework which underpins the program. (Author)

ED 465 525   SE 066 132

Lightburn, Millard E.; Fraser, Barry J.
Classroom Environment and Student Outcomes Associated with Using Anthropometry Activities in High School Science.
PUB DATE- 02
NOTE- 42p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

inquiry-based teaching strategies typically engage students in investigations, it is not the physical activity that defines inquiry. Teaching through inquiry is distinguished by its emphasis on a questioning attitude, gathering data, reasoning from evidence, and communicating explanations that can be justified by available data. This ERIC Digest concerns how to teach science through inquiry using data. It provides 21 sources of available scientific data from the Internet. Also provided are six network science projects in which students participate in collaborative investigations with other students around the world. (MVL)

ED 465 546   SE 066 202

Sherwood, Walter
Using the Internet To Investigate Algebra.
PUB DATE- 00
NOTE- 89p.; A Walch Reproducible Book. Published by J. Weston Walch.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Algebra; Intermediate Grades; *Internet; Problem Solving; Resource Materials; Secondary Education

The lesson plans in this book engage students by using a tool they enjoy--the Internet--to explore key concepts in algebra. Working either individually or in groups, students learn to approach algebra from a problem solving perspective. Each lesson shows learners how to use the Internet as a resource for gathering facts, data, and other information. Topics addressed include functions, graphing, equations of lines, correlation, regression lines, unit conversion, estimation, quadratic functions, rate problems, percent change, and the Pythagorean theorem. (MVL)

ED 465 547   SE 066 203

McBroom, Douglas C.
The Complete Book of Graphing.
PUB DATE- 01
NOTE- 119p.; A Walch Reproducible Book.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Algebra; *Data Interpretation; Elementary Secondary Education; Graphing Calculators; *Graphs

This guide provides students with practice for all the major types of graphs they are likely to encounter. It includes information on graphs of various families of algebraic functions; bar, line, and circle graphs; the creation, reading, and interpretation of graphs; and the use of graphing calculators. (MVL)

ED 465 548   SE 066 204

Meader, Pam; Storer, Judy
Math for All Learners: Algebra.
PUB DATE- 00
NOTE- 92p.
LANGUAGE- English

Media (100)
DESCRIPTORS- *Demonstrations (Science); *Force; Gravity (Physics); Hands on Science; Junior High Schools; Middle Schools; *Physical Sciences; Science Activities; Science Instruction; Videotape Recordings
IDENTIFIERS- Electromagnetic Theory; Friction; Newton Laws of Motion

Forces are all around. Without them, there would be no movement. In fact, Sir Isaac Newton theorized that a force called inertia actually works to keep things exactly as they are at any given moment! Students will learn about Newton's laws and about how forces affect many aspects of life. With clear demonstrations and a unique hands-on activity, these key concepts are illustrated in this interesting program. One of the 16 volumes in the Physical Science in Action series in the Schlessinger Science Library. Part of the Schlessinger Science Library in Action Collection. This title correlates to the National Science Education Standards for Physical Science--properties and changes of properties in matter, motions and forces, and transfer of energy. This program includes a teacher's guide. (Author/MM)

ED 465 573   SE 066 266

Magnetism. Physical Science in Action TM . Schlessinger Science Library. Videotape .
PUB DATE- 00
NOTE- Op.; For other videotapes in series, see SE 066 251-261. Teacher's Guide is available from http://www.libraryvideo.com. Eleven-volume set can be purchased for $329.45.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- *Demonstrations (Science); Electricity; Hands on Science; Intermediate Grades; Junior High Schools; Magnets; *Physical Sciences; Science Activities; Science Instruction; Videotape Recordings
IDENTIFIERS- Electromagnetic Theory

Most people know what magnets do. Sometimes they stick together, sometimes they push apart and sometimes they don't do anything at all. But why do magnets act the way they do? Students will learn about the role of atoms in magnetism and why certain substances are magnetic while others are not. They will also discover some of the many ways magnetism is used in our world and learn how to create a electromagnet. Includes lots of real-life examples and demonstrations. One of the 16 volumes in the Physical Science in Action series in the Schlessinger Science Library. Part of the Schlessinger Science Library in Action Collection. This title correlates to the National Science Education Standards for Physical Science--properties and changes of properties in matter, motions and forces, and transfer of energy. This program includes a teacher's guide. (MM)

ED 465 574   SE 066 267

Motion and Balance. Physical Science in Action TM . Schlessinger Science Library.   Videotape .
PUB DATE- 00
NOTE- Op.; For other videotapes in series, see SE 066 251-261. Teacher's Guide is available from http://www.libraryvideo.com. Eleven-volume set can be purchased for $329.45.

NOTE- 18p.; In: Developing Teacher Leaders: Professional Development in Science and Mathematics; see ED 451 031.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *Faculty Development; *Inquiry; *Instructional Leadership; Science Instruction; *Science Teachers

This chapter examines the role of inquiry in the development of instructional leadership in classroom teachers. It focuses on the impact that inquiry has on professional development, the promotion of professionalism, and collaboration through data-driven communication. The structure and function of leadership among these concepts serves as the organizing theme. Teachers' perspectives in acquiring, implementing, reflecting on, and restructuring their knowledge of inquiry and leadership in the profession of teaching are given to provide a first-hand narrative of those processes. These writings are taken from responses to interview questions, reflective journal entries, unsolicited teachers' writings, and conversations among educators in the Professional Development System of the Watson School of Education at the University of North Carolina at Wilmington. The teachers' narratives illustrate their passage through stages of professional development, leadership, and inquiry, and identify factors affecting the development and transition of the teachers through those stages. This chapter concludes with a summary of lessons learned about what teachers think and feel about leadership and inquiry and ways other educators can support teachers' leadership development through inquiry. (Contains 36 references.) (Author/MVL)

ED 465 597 SE 066 295

Nesbit, Catherine R.; DiBiase, Warren J.; Miller, Anne-Courtney S.; Wallace, Josephine D.
In Their Own Words: What Science and Mathematics Teacher Leaders Say Are Important Aspects of Professional Development.
SPONS. AGENCY- North Carolina Univ., Charlotte. Mathematics and Science Education Center.
PUB DATE- 01
NOTE- 18p.; In: Developing Teacher Leaders: Professional Development in Science and Mathematics; see ED 451 031.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Change; Elementary Education; *Faculty Development; *Mathematics Teachers; *Science Teachers; *Teacher Attitudes; Teacher Leadership

Reform in science education not only focuses on student learning but also on the changing role that teachers play in the reform movement. This change involves teachers assuming new leadership roles in both their classrooms and schools. The leadership role involves teachers bringing about school-wide change by involving their school colleagues in the decision-making process and empowering them to be the initiators, instead of the receivers of change. Professional development is integral in the preparation of teacher leaders involved in change. The FIRST Project was a statewide professional development program designed to develop a cadre of elementary science and mathematics teacher leaders in North Carolina. This chapter describes the elements of the 15 professional development programs that the teacher leaders found helpful when implementing their new leadership role in the school. The elements identified by the teacher leaders are embodied in scientific practices can provide a means of dispelling some of the myths about scientific inquiry. This paper presents an analysis of the presentation of the scientific method that is in a group of current science textbooks. Combined with this analysis are new results from a separate study of research scientists' conception of scientific inquiry. From these results, a new model for the process of scientific inquiry was developed that was called the inquiry wheel. In this paper, the traditional scientific method is compared and contrasted with the model of the inquiry wheel. (Contains 60 references.) (Author/MVL)

ED 465 619   SE 066 341

Stronck, David R.
Teaching Controversial Issues of Bioethics.
PUB DATE- 02
NOTE- 6p.; In: Proceedings of the Annual International Conference of the Association for the Education of Teachers in Science (Charlotte, NC, January 10-13, 2002); see SE 066 324.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Biotechnology; *Controversial Issues (Course Content); DNA; *Genetics; High Schools; *Science Activities

Many teachers avoid controversial topics because they do not want to upset students or parents, do not know appropriate instructional strategies, and fail to recognize the importance of motivating students through placing science in its relevant context. An example is provided for use in a methods course for helping future high school teachers to use an instructional strategy that involves students in active participation in understanding an important controversial and current topic. The topic concerns biotechnology and the Human Genome Project. (MVL)

ED 465 620   SE 066 342

Colburn, Alan; Henriques, Laura; Clough, Michael
Science, Creationism and Religion: Responses from the Clergy.
PUB DATE- 02
NOTE- 28p.; In: Proceedings of the Annual International Conference of the Association for the Education of Teachers in Science (Charlotte, NC, January 10-13, 2002); see SE 066 324.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Creationism; Cultural Influences; *Evolution; *Public Opinion; *Religious Conflict; *Religious Factors; Student Attitudes; Teacher Attitudes; Technology

The world is dominated by the technological applications of scientific ideas and by the naturalistic empirical way of thinking characteristic of science. Also in this world, many people rightfully place great importance on their faith in a supernatural being and their membership in a church. The U.S. is a highly pluralistic society represented by many different religions and perspectives even within a particular religion or denomination. The exploratory investigation presented here represents a pilot study to inform further research and provide potentially useful insights for science educators. The views of eight Christian minister/priests were examined concerning evolution, creationism, science, and religion. The purpose of

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; *Elementary School Teachers; Higher Education; *Inquiry; *Methods Courses; *Preservice Teacher Education; Science Instruction; *Student Attitudes

This study compared preservice teachers' beliefs (taken from journal reflections) about inquiry before, during, and after their field placement experiences. The subjects of the study were preservice students (n=48) enrolled in an elementary science methods course at a large midwestern university during the spring semester of 2001. Most of the students' background in science consisted of an introductory course in physics, in chemistry, and in biology. Their science lessons were structured according to the 5E learning cycle (Bybee, Buchwald, Crissman, Hell, Kuerbis, Matsumoto, and McInerney, 1989). This study documents how preservice students can improve their understanding of inquiry, but stops short of determining whether understanding becomes future practice for these future teachers. (Contains 19 references.) (MVL)

ED 465 643 SE 066 366

Atar, Hakan Yavuz
Chemistry Students' Challenges in Using MBL's in Science Laboratories.
PUB DATE- 02
NOTE- 23p.; In: Proceedings of the Annual International Conference of the Association for the Education of Teachers in Science (Charlotte, NC, January 10-13, 2002); see SE 066 324.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Chemistry; *Computer Uses in Education; Educational Technology; *Graphs; High Schools; *Science Activities; Science Experiments
IDENTIFIERS- *Microcomputer Based Laboratories

Understanding students' challenges about using microcomputer based laboratories (MBLs) would provide important data in understanding the appropriateness of using MBLs in high school chemistry laboratories. Identifying students' concerns about this technology will in part help educators identify the obstacles to science learning when using this technology. This study seeks to answer these two questions: (1) What advantages and challenges do students encounter during MBL activities? and (2) What are the views of high school chemistry students regarding the use of MBLs as a learning tool? The findings of the study included: (1) MBLs do not necessarily promote learning for all students; (2) special attention should be given to slow paced learners; (3) students feel challenged by MBL generated graphs; and (4) teachers should constantly be on the look out for graph anomalies that may simply be the result of misplugging of probes in the interface which may cause further graph interpretation confusion. (Contains 24 references.) (MVL)

ED 465 644 SE 066 367

Backyard Conservation: Bringing Conservation from the Countryside to Your Backyard.
PUB DATE- 01
NOTE- 29p.
LANGUAGE- English

support for international authority over such crimes against culture. "Media Specialist's Corner" (J. Kittlaus) offers students online primary documents related to cultural influences on law and the courts and lists books for librarians to enhance collections on the topic. (BT)

ED 465 667 SO 033 826

Martz, Carlton
Africa.
PUB DATE- 01
NOTE- 18p.; Bill Hayes, Editor. Theme issue. Published Quarterly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Current Events; Foreign Countries; *Geographic Regions; Islam; Secondary Education; Social Studies; *United States History; *World History
IDENTIFIERS- *Africa (North); Battuta (Ibn); *Islamic History; Pirates

This publication explores issues related to Africa. It examines the U.S. response to the Barbary pirate states (Morocco, Algiers, Tunis, Tripoli) in the early 19th century; the current AIDS crisis in Africa; and 14th century Mali and other Islamic lands through the eyes of Ibn Battuta, who traveled throughout the Muslim world. Each article provides student activities for writing and discussion. The Postscript section contains one lesson from "America Responds to Terrorism," a frequently updated feature of the Constitutional Rights Foundation's Web site. (BT)

ED 465 668 SO 033 827

Martz, Carlton
Imperialism.
PUB DATE- 02
NOTE- 17p.; Bill Hayes, Editor. Theme issue. Published Quarterly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Current Events; Foreign Countries; *Imperialism; Oil; Secondary Education; Social Studies; *United States History; *World History
IDENTIFIERS- Arctic National Wildlife Refuge; Hawaii; *India

This publication discusses issues related to imperialism. It examines the 1857 uprising against the British in India; examines how Hawaii became a U.S. territory at the turn of the 20th century; and reviews oil and U.S. energy policy, particularly the debate over drilling in the Arctic National Wildlife Refuge, an issue relevant to September 11, 2001, U.S. energy policy. Each article provides student activities for writing and discussion. The Postscript section lists resources and materials for civic education. (BT)

ED 465 669 SO 033 855

Newton, John
Complete Conduct Principles for the 21st Century.
PUB DATE- 00

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; *Cooperative Learning; High Schools; Instructional Effectiveness; Learning Activities; Middle Schools; *Social Studies; Student Evaluation; *Student Participation; Teacher Role
IDENTIFIERS- Jigsaw II; *Jigsaw III; *Jigsaw IV

Student surveys addressing cooperative learning using the Jigsaw strategies noted these concerns: (1) how does a student know he/she has the right answers? and (2) how does a group know when the answers are correct? The same research indicated concerns by social studies teachers involved with the use of the strategies: (1) how does the teacher know the students learned the required material sufficiently to move on?; and (2) how does the teacher introduce a cooperative lesson or set up the lesson to get the students' attention? These concerns were addressed with the creation of Jigsaw IV. Differences among Jigsaw II, Jigsaw III, and Jigsaw IV are illustrated in a chart (Figure 1). This paper delineates how to use Jigsaw IV. There are eight parts discussed in the paper: (1) allows for a lead-in set to introduce the lesson; (2) establishes expert questions (Figure 2) for students to answer in their home teams; (3) the students master their expert sheets in their respective expert groups ; (4) unlike Jigsaws II and III a quiz is given to each expert group based on their expert sheet; (5) students return to their home teams to teach their team members to become experts; (6) a second quiz is given to the groups to check for accuracy; (7) comes into play after the second quiz; and (8) is the assessment activity. The paper also discusses the teacher's preparation for cooperative learning and Jigsaw IV. It notes that two roles, the leader and the recorder, are handed out on a rotating basis so that every student can participate. Includes seven figures, information, and evaluation sheets. (Contains 12 references.) (BT)

ED 465 688 SO 033 889

Lemelin, Nathalie
Participatory Action Research in a Contemporary Art Museum: Findings from a Researcher/Practitioner Partnership.
PUB DATE- 02
NOTE- 25p.; "With the collaboration of Marie-France Berard." Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Action Research; *Art Education; *Cultural Enrichment; *Educational Cooperation; Educational Facilities; Inquiry; Material Culture; Models; Participatory Research
IDENTIFIERS- *Art Museums; *Reflective Practice

The role of education in the art museum has taken on new dimensions as their education departments are faced with a broader and larger public audience than ever before. This paper documents education practice at a contemporary art museum. The paper delineates an interpretive inquiry through which a group of museum educators sought to understand their practice. The paper explains that this inquiry seeks to document the role that a participatory action researcher played in the effort to study the phenomenon of educators collaboratively developing an understanding about practice in a contemporary art museum. It

IDENTIFIERS- Life History Method

The analogy of the leaky pipeline, the notion of women leaving or failing to choose science in droves, is represented frequently by researchers and scientists. "If the structural and cultural causes for the leakages are ignored, attempts at increasing the representation of women at various pipeline segments may fall short" (G. Sonnert, 1999). This paper extends this research perspective to women engineering students, considering little research has been conducted with women graduate students, particularly in relation to the reasons why they have continued their studies and their level of satisfaction with their career and lives. Moreover, R. Driver (1995) asserts "is a social dimension to the construction of scientific knowledge . . . which is constructed and transmitted through the culture and social institutions of science." The paper questions whether learning can take place if an individual does not participate fully in this sociocultural environment. The purpose of this research was to understand how sociocultural influences affect women's choices to participate in science. Three women from Canadian universities enrolled in the Master's in electrical engineering program were chosen as sample subjects. Qualitative interview data were collected using a multiple case study approach and narrative life histories were recorded. Appended are Themes-Findings from Women Master's in Engineering Interviews and tables of data from the study. (Contains 32 references.) (Author/BT)

ED 465 707 SO 033 910

Patrick, John J.
The 2001 NAEP in U.S. History. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 02
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Elementary Secondary Education; *Evaluation Methods; Grade 12; Grade 4; Grade 8; *National Competency Tests; Performance; Social Studies; *Student Evaluation; *United States History
IDENTIFIERS- ERIC Digests; *National Assessment of Educational Progress

Since its inception by the United States Congress in 1969, the National Assessment of Educational Progress (NAEP) has collected information about what U.S. students know and can achieve in core subjects of the school curriculum. The U.S. history NAEP assessments were conducted in 1986, 1988, 1994, and 2001. This digest discusses: (1) the framework of the 2001 NAEP in U.S. history; (2) the assessment procedures; and (3) the findings of this national assessment of achievement in U.S. history by students at grades 4, 8, and 12. (BT)

ED 465 708 SO 033 911

Barbour, Alton
The Polygraph and the Privacy Tort.
PUB DATE- 02
NOTE- 16p.; Paper presented at the Annual Meeting of the Western States Communication Association (Long Beach, CA, March 2-5, 2002).

Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *Faculty Development; Improvement; Science Teachers; *Teacher Certification; Teacher Competencies; Teaching Skills
IDENTIFIERS- National Board for Professional Teaching Standards

The number of teachers certified by the National Board for Professional Teaching Standards has grown exponentially in recent years, with many teachers describing the experience as exceptional professional development. This study examined what teachers might learn from the assessment process. It compared and analyzed the recorded interview responses of two groups of Michigan science teachers (those who had just completed the assessment process and those who had not yet begun), hypothesizing that important differences would exist between the two groups that might provide insight into how the experience impacted them as learners. Examining the results with a grounded theory of analysis suggested that differences existed between the two groups. National Board certification acted as a mirror for candidates to gaze into their practice and gain affirmation of their way of teaching. The National Board certification process helped teachers learn how to address and manage more effectively three inherent issues of their work such as uncertainty of outcome, complexity of task, and professional isolation. The study identified a framework for understanding candidates experiences with National Board certification. It also provided lessons learned on improving the design to identify specific standards-based teacher learning outcomes in the future. Interview questions are appended. (Contains 59 references.) (SM)

ED 465 728   SP 040 874

McGhie-Richmond, Donna R.; Jordan, Anne; Underwood, Kathryn
Discovering the General in the Particular: A Case Study of an Exemplary Teacher's Beliefs.
PUB DATE- 02
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Augmentative and Alternative Communication; Communication Skills; Elementary Education; Intervention; Knowledge Base for Teaching; Multiple Disabilities; Pedagogical Content Knowledge; *Special Education Teachers; *Teacher Attitudes; Teacher Competencies; Teacher Expectations of Students; Teacher Responsibility; Teacher Role; *Teaching Methods; Teaching Skills
IDENTIFIERS- Teacher Knowledge

This study examined the teaching practices of Maria, a special educator who worked with students who had multiple disabilities, were nonverbal, and used augmentative and alternative communication (AAC). It highlighted the complex, interdependent, and dynamic nature of teacher knowledge, beliefs, and practices and evaluated what Maria knew and believed that led her to teach as she did. Data were collected via classroom observations, semi-structured interviews with recommendations for research, policy, and practice. (Contains references.) (SM)

ED 465 747 SP 040 899

Helsing, Deborah
Developing a Positive Relationship to the Uncertainties of Teaching.
PUB DATE- 02
NOTE- 39p.; Paper presented at the Annual Meeting of the Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Decision Making; Secondary Education; Self Esteem; *Teacher Attitudes
IDENTIFIERS- Teacher Knowledge; *Uncertainty

This study explores how a teacher makes sense of the uncertainties of the practice, situating teacher uncertainty in the field of teacher learning, knowledge, and decision making. Data collection involved two semi-structured, open-ended interviews that elicited narratives about one teacher's experiences with uncertainty. The teacher interviewed reflects on, interprets, and makes links across the narratives. The findings from the interview indicate uncertainty is experienced when making teacher decisions and deciding what the best decision to make is. Uncertainty relating to in-the-moment decisions, is distinguished from interactions with students, assessments, and anxiety associated with longer-term, preparatory decisions and plans. Four interelated components of uncertainty became evident through the study's findings as well: uncertainty as linked to personal history; uncertainty as a developmental construct; uncertainty in connected knowing; and cultural de-valuing of connected knowing and uncertainty. While these components relate specifically to one teacher's experience of uncertainty and multidimensional experience of confusion in decision making, the study found that believing in one's own confidence and assurance in decision making grows as more teaching experience is gained, and hope evolves that the anxiety associated with long-term planning will diminish. Furthermore, the value of one's uncertainties can then be recognized. (Contains 43 references.) (SM)

ED 465 748 SP 040 900

Lacina-Gifford, Lorna J.; Kher, Neelam; Besant, Kyesha
Preservice Teachers' Knowledge of Effective Classroom Management Strategies: Shy or Withdrawn Students.
PUB DATE- 02
NOTE- 14p.; Paper presented at the Annual Meeting of the Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Techniques; Educational Environment; Elementary Secondary Education; Higher Education; Inhibition; Interpersonal Competence; Preservice Teacher Education; *Shyness; *Student Behavior; Student Teacher Attitudes; Student Teachers; Teacher Student Relationship; *Withdrawal (Psychology)

This study identified preservice teachers' knowledge about school year. As a group, the passing rate of migrant students for the Texas Assessment of Academic Skills exceeded the states standard of 50% but was lower than the AISD overall passing rate. Recommendations are made for program improvement. (SLD)

ED 465 767 TM 033 906

Dimitrov, Dimiter M.
Error Variance of Rasch Measurement with Logistic Ability Distributions.
PUB DATE- 02
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Ability; *Error of Measurement; *Item Response Theory; *Test Items; True Scores
IDENTIFIERS- Approximation (Statistics); Calibration; *Rasch Model; *Variance (Statistical)

Exact formulas for classical error variance are provided for Rasch measurement with logistic distributions. An approximation formula with the normal ability distribution is also provided. With the proposed formulas, the additive contribution of individual items to the population error variance can be determined without knowledge of the other test items. This feature, not available with previous treatments of classical error variance, may have useful applications in test analysis and development. Formulas for the population true score of individual items are also provided for logistic and normal ability distributions. Thus, from a bank of Rasch calibrated items, one can select items to develop a test with a prespecified: (1) standard error of measurement; (2) mean true score; or (3) error-to-true score ratio for a target population of examinees. These parameters can be used also in comparing subsets of test items that are grouped by substantive or measurement characteristics (e.g., content areas or strands of learning outcomes in proficiency testing). (Contains 4 figures, 4 tables, and 19 references.) (Author/SLD)

ED 465 768 TM 033 907

Sonak, Brian C.; Suen, Hoi K.; Zappe, Steve M.; Hunter, Maxwell W.
The Efforts of a Web-Based Academic Record and Feedback System on Student Achievement at the Junior High School Level.
PUB DATE- 02
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; *Computer Uses in Education; *Feedback; Information Dissemination; *Junior High School Students; Junior High Schools; Online Systems; Parent Attitudes; Parents; Path Analysis; Qualitative Research; Student Attitudes; Test Results; *World Wide Web

With the advent of computer technology, students can now be informed about their progress and provided feedback limited

Analysis and Synthesis levels. The relationship and relevance of these findings is discussed in relation to gender differences in science and mathematics test performances. (SLD)

ED 465 787 TM 034 172

Hampton, Scott E.; Reiser, Robert A.
From Theory to Practice: Using an Instructional Theory To Provide Feedback and Consultation To Improve College Teaching, Learning and Motivation.
PUB DATE- 02
NOTE- 40p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Students; Educational Practices; *Feedback; Higher Education; *Student Evaluation of Teacher Performance; *Teaching Assistants; Teaching Methods

The purpose of this study was to examine how midterm student ratings feedback and consultation on instructional practices affected teaching practices, ratings of teaching effectiveness, learning, and motivation. Thirty-seven teaching assistants (TAs) for undergraduate computer science and chemistry courses were randomly assigned to either a feedback/consultation group or a control group. TAs in the treatment group received feedback and consultation on midterm student ratings from the Instructional Activities Feedback Form (IAFF), which assess the use of instructional activities described in a model of instruction. Final student rating results revealed significant differences (p 0.05) in favor of the feedback/consultation group on teaching practices, ratings of teaching effectiveness, and student motivation. Significant positive relationships (p 0.01) between use of the instructional activities and final exam scores were also evident. These findings suggest that both U.S. and international TAs can use student ratings feedback to improve teaching practice. Suggestions for future research and practice using the IAFF and consultation process are also discussed. An appendix contains the AIFF. (Contains 3 tables, 1 figure, and 49 references.) (Author/SLD)

ED 465 788 TM 034 173

Rolheiser, Carol; Schwartz, Susan
Professional Portfolios during Preservice and First Year of Teaching: Creating a Base for Ongoing Professional Growth.
PUB DATE- 02
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Teachers; Cooperation; Elementary Education; Evaluation Methods; Foreign Countries; Higher Education; Portfolio Assessment; *Portfolios (Background Materials); Preservice Teacher Education; Preservice Teachers; *Professional Development; *Teaching Methods
IDENTIFIERS- Ontario

This paper outlines a study involving the use of portfolios by and 25 references.) (Author/SLD)

ED 465 807 TM 034 195

Ogles, Benjamin M.; Lambert, Michael J.; Fields, Scott A.
Essentials of Outcome Assessment. Essentials of Mental Health Practice Series.
PUB DATE- 02
NOTE- 215p.; Alan S. Kaufman & Nadeen L. Kaufman, Founding Editors.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Data Collection; *Evaluation Methods; Evaluation Utilization; *Mental Health; *Outcomes of Treatment; Selection

This book provides crucial information about selecting and administering outcome assessment measures, collecting and interpreting data, and using outcome information in practice. It provides the information mental health professionals need to practice knowledgeably, efficiently, and ethically in todays' behavioral health environment. The chapters are: (1) Overview of Outcome Assessment; (2) Selecting an Outcome Measure; (3) Setting Up Data Collection Procedures; (4) Using Outcome Data To Inform Practice; (5) Other Clinical Applications of Outcome Data; (6) Illustrative Clinical Examples; and (7) Conclusions. A 14-item annotated bibliography is included. (Contains 8 tables, 14 figures, and 184 references.) (SLD)

ED 465 808 TM 034 196

McNamara, James F.; Erlandson, David A.; McNamara, Maryanne
Measurement and Evaluation: Strategies for School Improvement. The School Leadership Library.
PUB DATE- 99
NOTE- 197p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Cooperation; *Educational Improvement; Elementary Secondary Education; *Evaluation Methods; *Instructional Leadership; *Measurement Techniques; *Principals; Problem Solving; *Program Evaluation

This book addresses the domain of Measurement and Evaluation, 1 of 21 domains of knowledge and skill deemed necessary for the principalship by the National Policy Board for Educational Administration. The purpose of this book is to help principals and others who assume leadership roles in schools to understand the importance of measurement and evaluation in school improvement. After an introductory chapter, Introduction and Overview, part 1 contains these chapters: (2) What Every Principal Should Know about Evaluation; (3) Collecting and Using Information; and (4) Structuring and Scheduling Program Evaluation. Part 2, Measurement, contains: (5) What Every Principal Should Know about Measurement. Part 3, Applications, contains: (6) Collaborative Problem Solving; and (7) Self-Appraisal System for Measurement. An appendix contains the self-appraisal system for measurement. (Contains 90 references.) (SLD)

Fiske, Edward B.
Learning in Deed: The Power of Service-Learning for American Schools.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, MI.; Ohio State Univ., Columbus. John Glenn Inst. for Public Service and Public Policy.
PUB DATE- 02
NOTE- 61p.; A Report from the National Commission on Service-Learning, which is housed at the Education Development Center, Inc., Newton, MA. Some photographs may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Community Services; Elementary Secondary Education; School Community Relationship; *Service Learning; Student Motivation; *Student Participation; *Student Volunteers; Teaching Methods
IDENTIFIERS- Student Engagement

This report shares findings from research that examined service learning, a teaching strategy that combines service to the community with classroom curriculum in K-12 schools. The research focused on how service learning was relevant to schools. The results show that many U.S. youth feel alienated from both their schoolwork and from traditional forms of civic activities, though that disengagement is neither universal nor inevitable. Service learning is a proven method of instruction that teachers in thousands of U.S. schools nationwide have successfully employed to increase student motivation for learning and promote traditional academic goals. Service learning also promotes the broader goals of schooling such as the teaching of citizenship. The paper presents profiles of schools with successful service learning programs, and it offers four recommendations: reclaiming the public purpose of education; increasing policy, program, and financial supports for service learning in K-12 education; developing a comprehensive system of professional development regarding service learning; and providing leadership roles for youth in all aspects of service learning. (Contains 56 endnotes and 5 appendixes.) (SM)

ED 465 830 UD 035 038

Ensuring Educational Opportunity for Minority Children. Hearing before the Subcommittee on Education Reform of the Committee on Education and the Workforce. House of Representatives, One Hundred Seventh Congress, First Session (Lexington, Kentucky, May 1, 2001).
PUB DATE- 01
NOTE- 69p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Access to Education; Diversity (Student); *Educational Opportunities; Elementary Secondary Education; *Equal Education; Hearings; *Minority Group Children
IDENTIFIERS- Congress 107th; Kentucky

This hearing before the Subcommittee on Educational Reform of the Committee on Education and the Workforce, House of Representatives, which was held in Lexington, Kentucky, focused on ensuring equal educational opportunities for minority group children. After opening statements by Chairman Michael Castle and Congressman Ernest L. Fletcher, both of the Subcommittee on Education Reform, Committee on Education, and the Workforce of the U.S. House of Representatives, there are four presentations collected monthly by the U.S. Bureau of the Census, with the years 1995 and 2000 as the starting and closing points for the analysis. Results indicate that beyond the age of 25 years, second generation Latinos fare better than similar immigrant Latinos. They are better paid, their rates of job-holding are at least as high, and they experience similar unemployment rates. By the time they reach prime working age, most second generation Latinos fare at least as well as African Americans, though their labor force outcomes are markedly worse than those of whites. High education levels are a prerequisite for second generation Latinos to reach parity with white earnings levels. Many second generation Latinos are in school during their teens and early twenties, but about a quarter of them work and study at the same time. Foreign-born Latino teens who are new arrivals earn substantially more than second generation Latino teens. Second generation Latino teens are paid less, experience higher unemployment, and have much lower rates of job-holding than recently arrived immigrant Latino teens. (Contains 19 references.) (SM)

ED 465 850   UD 035 130

Denton, Melinda Lundquist; Smith, Christian
Methodological Issues and Challenges in the Study of American Youth and Religion.
SPONS. AGENCY- Lilly Endowment, Inc., Indianapolis, IN.
PUB DATE- 01
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Adolescents; Qualitative Research; *Religion; *Research Methodology; Statistical Analysis
IDENTIFIERS- Religiosity

This study discusses research on the religious and spiritual lives of U.S. youth, noting methodological issues and challenges that differ from those encountered when studying adults or when not exploring religious factors in the lives of youth. The first section presents a general introduction to key issues in studying youth and religion (research design, sampling methods, sample size, time dimensions, the research instrument, informed consent, confidentiality, incentives, and age range). The second section focuses on qualitative research, describing alternative methods of conducting surveys and some of the strengths and weaknesses associated with each method. The third section discusses challenges in using qualitative research, which often involves much more interpersonal interaction between the researcher and those being studied. The fourth section presents 14 suggested research questions that scholars consider important to investigate (family influences, social networks, personal narratives, congregations, personal faith and tradition, health, protective effects, spirituality, adult relationships, religious practices, media technology, mortality, activities and aspirations, and group comparisons). (SM)

ED 465 851   UD 035 132

Levin, Henry M.
The Cost Effectiveness of Whole School Reforms. Urban Diversity Series.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.; Columbia Univ., New York, NY. Teachers College.

LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Biology; *Diseases; Ecology; Elementary Education; Entomology; *Health Education; *Lesson Plans; Science Education
IDENTIFIERS- *Mosquitoes

This curriculum guide was designed with the purpose of developing public awareness of LaCrosse (LAC) encephalitis, which is a mosquito transmitted disease. LAC cases have been increasing in large numbers in the Upper Midwest and Great Lakes regions during recent years. This disease primarily affects children under the age of 15, and this guide aims to reduce the incidence of LAC encephalitis cases by teaching about the environmental and behavioral risk factors associated with LAC encephalitis. The curriculum guide targets elementary school students and presents information on the biology of mosquitoes, the ecosystem they live in, and diseases they vector. Lessons include: (1) "Life History of the Mosquito"; (2) "Mosquitoes Suck: Feeding on Flower Nectar and Blood"; (3) "The Circle of Life: Mosquito Ecology"; (4) "Mosquitoes and Diseases"; and (5) "Preventing LaCrosse Encephalitis." Also included is a vocabulary list, fun facts, puzzles, drawings, and a QuickTime video and color images downloadable from a Web site. (YDS)

ED 465 503   SE 065 722

Perez, Christina
Equity in Standards-Based Elementary Mathematics Classrooms. Weaving Gender Equity into Math Reform.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 00
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cooperation; Educational Change; Elementary Education; *Equal Education; Ethnicity; *Gender Issues; Inquiry; Instructional Materials; Mathematics Curriculum; Mathematics Instruction; *National Standards; Sex Discrimination; Socioeconomic Status

This article discusses the issue of equity in standards-based elementary mathematics classrooms. It is argued that while some of the gaps in mathematics achievement have slowly diminished (e.g., differences in mathematics grades and participation rates between girls and boys in K-12 education have decreased), others remain intractable. Other sections in the article discuss the fact that stereotypes begin in the primary grades, solutions in the standards-based classroom, cooperative groups, and inquiry-based learning. (MM)

ED 465 504   SE 065 728

Lee, Hyonyong; Fortner, Rosanne W.
Resources for Teaching and Learning about Exotic Species. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 4p.
LANGUAGE- English

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Biology; *Data Collection; *Data Interpretation; High Schools; Inquiry; Science Instruction; *Student Attitudes
IDENTIFIERS- *Anthropometric Tests; Learning Environments

The study involved implementing and evaluating activities that actively engage students in the process of gathering, processing and analyzing data derived from human body measurements, with students using their prior knowledge acquired in science, mathematics, and computer classes to interpret this information. In the classroom activities involving human body measurements, students used science process skills such as collecting data, organizing and interpreting data, measuring, observing, predicting, reasoning, and thinking. Students integrated concepts in science, mathematics, and statistics, using technological tools (graphing calculators, computers) to process information. The purpose of this research was to evaluate these student-centered activities in terms of performance assessment, student attitudes, and perceptions of science classroom environment. The study has the potential to help other science teachers to apply these ideas in their classrooms, and it contributes an interesting application of classroom environment assessments in the evaluation of educational innovations. (Contains 49 references.) (Author/MM)

ED 465 526 SE 066 135

Mewborn, Denise S.
Examining Mathematics Teachers' Beliefs through Multiple Lenses.
SPONS. AGENCY- Georgia Univ., Athens. Coll. of Education.
PUB DATE- 02
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Case Studies; Elementary Education; Mathematics Instruction; *Mathematics Teachers; Self Concept; *Teacher Attitudes

This paper presents a longitudinal study of an elementary mathematics teacher and describes her beliefs system in terms of Green's (1971) metaphor and provides examples of how her beliefs were enacted in her classroom practices. Dewey's (1933) notion of reflective thinking is used to explain the changes in the structure of the teacher's belief system. The purpose of the paper is to illuminate aspects of the structure of the teacher's belief system that enabled her to change some of her beliefs in a surprisingly short period of time. (Contains 10 references.) (Author/MM)

ED 465 527 SE 066 136

Civil, Marta; Quintos, Beatriz
Uncovering Mothers' Perceptions about the Teaching and Learning of Mathematics.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 02
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Algebra; *Equations (Mathematics); *Mathematics Activities; Mathematics Curriculum; *Mathematics Instruction; Secondary Education; Teaching Methods

This book consists of a series of activities aimed at providing a problem solving, hands-on approach so that students can experience concepts in algebra. Topics include ratio and proportion, patterns and formulas, integers, polynomials, linear equations, graphs, and probability. The activities come in the form of reproducible blackline masters with answers included. (MM)

ED 465 549 SE 066 206

Howes, Elaine V.
Connecting Girls and Science: Constructivism, Feminism, and Science Education Reform. Ways of Knowing in Science and Mathematics Series.
PUB DATE- 02
NOTE- 167p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Constructivism (Learning); *Gender Issues; *Science Curriculum; *Science Instruction; Secondary Education; *Sex Differences; *Teaching Methods; *Womens Education

This book aims to show readers the results that can occur in secondary science classrooms when students' interest and curiosity about science are brought firmly to the center of the curriculum. In particular, the book demonstrates how girls can become more interested in learning science when such topics as pregnancy, childbirth, or sexism in science are included in classroom discussions. By listening to the concerns and interests of the students and using their input to help fashion a responsive science curriculum, the book shows us how to reconnect students to science. Furthermore, if topics of particular interest to female students are stressed, the book makes the case that it is not only possible to inspire girls to love science, but also to eradicate traditional gender divisions that may keep female students from pursuing careers in science. (MM)

ED 465 550 SE 066 207

Surveys of Enacted Curriculum: Tools and Services To Assist Educators. Plan for Expanding SEC to Education Systems.
PUB DATE- 02
NOTE- 19p.; Charts and figures may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Curriculum Development; Data Analysis; *Data Collection; Elementary Secondary Education; Higher Education; *Students; Surveys; *Teachers

The Surveys of Enacted Curriculum (SEC) are designed to provide reliable, comparable data that are collected from teachers and students at the K-12 math and science classroom level. The data analysis and reporting tools are intended to assist teachers,

LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- *Demonstrations (Science); Force; Hands on Science; Intermediate Grades; Junior High Schools; *Motion; *Physical Sciences; Science Activities; Science Instruction; Velocity; Videotape Recordings
IDENTIFIERS- *Balance; Newton Laws of Motion

Motion allows things to get done, to communicate and to travel. But is motion controlled? Students will learn about the universal laws that apply to motion, the forces that cause it and how it is related to balance. They will also discover why motion occurs when forces are out of control and learn more about this interesting concept by viewing real-life demonstrations and participating in a hands-on activity. This program presents a clear explanation of Newton's Law of Motion, including the concepts of inertia, acceleration, velocity and momentum. One of the 16 volumes in the Physical Science in Action series in the Schlessinger Science Library. Part of the Schlessinger Science Library in Action Collection. This title correlates to the National Science Education Standards for Physical Science--properties and changes of properties in matter, motions and forces, and transfer of energy. This program includes a teacher's guide. (MM)

ED 465 575 SE 066 268

Light. Physical Science in Action TM . Schlessinger Science Library. Videotape .
PUB DATE- 00
NOTE- 0p.; For other videotapes in series, see SE 066 251-261. Teacher's Guide is available from http://www.libraryvideo.com. Eleven-volume set can be purchased for $329.45.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- Color; *Demonstrations (Science); Hands on Science; Intermediate Grades; Junior High Schools; *Light; *Physical Sciences; Science Activities; Science Instruction; Videotape Recordings

Why does light behave the way it does? How does it travel from its source to the objects it illuminates and then to human eyes? Students will learn about waves, including the concepts of reflection, absorption, refraction and how light is related to the colors that can be seen. With a hands-on activity and real-life examples, these concepts are clearly demonstrated. One of the 16 volumes in the Physical Science in Action series in the Schlessinger Science Library. Part of the Schlessinger Science Library in Action Collection. This title correlates to the National Science Education Standards for Physical Science--properties and changes of properties in matter, motions and forces, and transfer of energy. This program includes a teacher's guide. (MM)

ED 465 576 SE 066 269

Gravity. Physical Science in Action TM . Schlessinger Science Library. Videotape .
PUB DATE- 00
NOTE- 0p.; For other videotapes in series, see SE 066 251-261.

three categories termed Knowledge of Content and Pedagogy, Delivery of Professional Development, and Leadership Skill Development. (Contains 35 references.) (Author/MVL)

ED 465 598 SE 066 296

Langbort, Carol
The Professional Development of Effective Teacher Leaders.
PUB DATE- 01
NOTE- 24p.; In: Developing Teacher Leaders: Professional Development in Science and Mathematics; see ED 451 031.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Education; *Faculty Development; Mathematics Instruction; *Mathematics Teachers; Middle Schools; *Teacher Leadership
IDENTIFIERS- California

The San Francisco Math Leadership Project was started in 1984 as one of the sites of the California Mathematics Project. During the past 15 years, nearly 500 elementary and middle level classroom teachers participated by attending a year long program which included an intensive summer institute and during the year activities. One goal was to provide a program that improved teachers' effectiveness by increasing their own confidence in learning and teaching mathematics. A second goal focused on developing teachers' leadership skills so that they could share their expertise with colleagues in their schools and participate in local conferences, thus enlarging the nucleus of mathematics leaders in the San Francisco Bay Area. The primary purpose of this chapter is to describe particular aspects of the project that have helped to develop leadership among the participants. It also describes the variety of leadership activities in which the participants have engaged over the years. Many of the outcomes could not have been predicted at the beginning of this project. It is only by looking back that we can really see the total impact of this long running professional development program. (Author)

ED 465 599 SE 066 297

Lawrenz, Frances
Evaluation of Teacher Leader Professional Development Programs.
PUB DATE- 01
NOTE- 22p.; In: Developing Teacher Leaders: Professional Development in Science and Mathematics; see ED 451 031.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; *Faculty Development; *Program Evaluation; Teacher Improvement; *Teacher Leadership

This chapter outlines the considerations necessary in planning and conducting evaluations of teacher leadership programs. It contains a discussion of different definitions of evaluation, their underlying philosophies, and their importance for teacher leadership programs. Specific ideas for conducting teacher leadership program evaluations are presented. These included: evaluation of the delivery of professional development programs, effects on teacher leaders, effects on classrooms and students, effects within schools, and effects within districts and states. Suggestions include both qualitative and quantitative approaches, and examples are provided from the pilot study was not to create generalizable data or conclusions. Rather, it was to create a questionnaire/interview protocol that would (1) determine clergy views about evolution, creationism, science, and religion; (2) potentially give useful information to give to students of colleagues struggling with these issues; and (3) begin the process toward a larger study which would create generalizable data or conclusions. (Contains 25 references.) (Author/MVL)

ED 465 621 SE 066 343

McDonald, James T.
Using Problem-Based Learning in a Science Methods Course.
PUB DATE- 02
NOTE- 32p.; In: Proceedings of the Annual International Conference of the Association for the Education of Teachers in Science (Charlotte, NC, January 10-13, 2002); see SE 066 324.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Technology; Higher Education; *Methods Courses; *Preservice Teacher Education; *Problem Based Learning; Science Activities; Science Instruction; *Teaching Methods

Teaching methodologies, such as Problem Based Learning (PBL), have arisen in response to educational research that has found evidence that even though lecturing may be the most prevalent teaching tool it is arguably the least effective way to facilitate student learning. It is important then, for methods instructors to give preservice teachers tools and strategies for use in the classroom. PBL is a tool that teaches cooperative learning, grouping of students, and an inquiry-based methodology for science instruction. This paper discusses the aspects of providing PBL instruction in a methods course. (Contains 26 references.) (MVL)

ED 465 622 SE 066 344

Schwartz, Renee S.; Lederman, Norman G.; Khishfe, Rola; Lederman, Judith Sweeney; Matthews, Lee; Liu, Shiang-Yao
Explicit/Reflective Instructional Attention to Nature of Science and Scientific Inquiry: Impact on Student Learning.
PUB DATE- 02
NOTE- 22p.; In: Proceedings of the Annual International Conference of the Association for the Education of Teachers in Science (Charlotte, NC, January 10-13, 2002); see SE 066 324.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Faculty Development; *Inquiry; Science Instruction; Science Projects; Science Teachers; *Scientific Principles; Secondary Education

Science educators have reclaimed the importance of educating to promote a scientifically literate society. Project ICAN: Inquiry, Context, and Nature of Science is a professional development project designed to enhance middle and high school science teachers' knowledge and pedagogical skills that directly address the reform's call for student achievement in scientific inquiry and nature of science. Through continued teacher support, Project ICAN aims to enhance teachers'

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Conservation (Environment); Elementary Secondary Education; Environmental Education; Habitats; *Science Activities; Science Instruction; *Trees; *Water Resources; Wetlands; *Wildlife

This guide highlights 10 conservation activities, adapted from farms and ranches, that can be used in the backyard. Each activity provides background information and instructions on how to complete the activity. The activities concern: (1) tree planting; (2) wildlife habitat; (3) backyard ponds; (4) nutrient management; (5) terracing; (6) water conservation; (7) backyard wetlands; (8) composting; (9) mulching; and (10) pest management. (MVL)

ED 465 645 SE 066 448

Fennell, Francis; Bamberger, Honi; Rowan, Thomas; Sammons, Kay; Suarez, Anna
Connect to NCTM Standards 2000: Making the Standards Work at Kindergarten.
PUB DATE- 00
NOTE- 146p.; For grades 1-8, see SE 066 449-456.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academic Standards; Algebra; Data Analysis; Geometry; Graphs; *Kindergarten; Mathematics Curriculum; *Mathematics Instruction; Primary Education; Probability
IDENTIFIERS- *NCTM Principles and Standards for School Math

This book provides a resource for mathematics teachers to understanding the National Council of Teachers of Mathematics' (NCTM) standards and implementing these standards in their teaching. Five standards are overviewed: (1) number and operation; (2) algebra; (3) geometry; (4) measurement; and (5) data analysis and probability. Lesson plans are presented by content and demonstrate aspects of each standard. The last section of the book includes suggestions on how to develop your own lesson. (YDS)

ED 465 646 SE 066 449

Fennell, Francis; Bamberger, Honi; Rowan, Thomas; Sammons, Kay; Suarez, Anna
Connect to NCTM Standards 2000: Making the Standards Work at Grade 1.
PUB DATE- 00
NOTE- 146p.; For grades K-8, see SE 066 448-456.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academic Standards; Algebra; Data Analysis; Geometry; *Grade 1; Graphs; Mathematics Curriculum; *Mathematics Instruction; Primary Education; Probability
IDENTIFIERS- *NCTM Principles and Standards for School Math

This book provides a resource for mathematics teachers to understanding the National Council of Teachers of Mathematics'

NOTE- 189p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Behavior; *Futures (of Society); Higher Education; *Individual Development; Secondary Education; Social Problems
IDENTIFIERS- Character Development; Societal Benefits

Research predicts that 21st century society will be very different from 20th century society. What is good conduct in the 21st century? Good conduct is advantageous to work, job, and career. Students who learn good conduct now will benefit in their school lives and in future careers. This handbook aims to prepare everyone's personal conduct for the 21st century. It provides useful conduct principles that cover not only what people should do but also what they should not do. It focuses on faults people make often and easily. Following explanatory material and a "How To Use This Handbook" section, the handbook features 121 different principles of conduct. One of the goals of the handbook is to help solve important problems that western culture cannot solve and to assist every individual in solving his or her own conduct problems, since good personal conduct is a basis for a good society. (BT)

ED 465 670 SO 033 860

De Soto, Hermine; Gordon, Peter; Gedeshi, Ilir; Sinoimeri, Zamira
Poverty in Albania: A Qualitative Assessment. World Bank Technical Paper.
PUB DATE- 02
NOTE- 148p.; Appended color map may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility ([illegible])
DESCRIPTORS- Developing Nations; *Economically Disadvantaged; Foreign Countries; *Poverty; Qualitative Research; Social Capital; Sustainable Development
IDENTIFIERS- *Albania; *Economic Evaluation; Economic Planning; Research in Progress

This World Bank qualitative assessment of poverty in Albania outlines five objectives: (1) it seeks to develop the understanding of poverty in the country by involving poor Albanians in a process of exploring the causes, nature, extent of poverty and its effects; (2) it is intended to support the Growth and Poverty Reduction Strategy Paper (GPRS), under preparation by the Government of Albania; (3) it supports preparation of the Country Assistance Strategy (CAS), and the Living Standards Measurement Survey (LSMS) process; (4) it supports ongoing research on formal and information institutions in Albania that are relevant to poverty; and (5) it identifies emerging areas of concern that will require attention. The study is based at 10 sites in various parts of Albania representing: (1) a mix of regions; (2) different topographies; (3) different types of economies and industries; (4) presence of minorities; and (5) existence of large-scale processes such as migration and trade relationships. Analysis consisted of a literature review; 43 focus groups; over 80 open-ended interviews with community members; over 100 expert interviews; and 460 interviews for the household survey. Findings suggest that poverty developed in the study sites from a weak economic base at the beginning of reform, worsened as the reforms continued, and accelerated during the 1997 states that the researcher and collaborators developed a framework for discussion. The model presented indicates the range of issues that emerged for these museum educators. The author worked as an intern and a participatory action researcher with 12 educators and one coordinator over a 4-month period as they developed curricula for four different exhibits and delivered school and adult visits in the context of six different exhibits overall. The paper presents findings as they relate to the growth of this community of practice and discusses the challenges and merits of participatory action research as a methodology for this particular setting. It outlines the backdrop to the study, the argumentative features of the article, and culminates in the formal statement of the problem and questions addressed by this investigation. Includes two figures. (Contains 31 references.) (BT)

ED 465 689   SO 033 890

Davies, Roger J., Ed.; Ikeno, Osamu, Ed.
The Japanese Mind: Understanding Contemporary Japanese Culture.
PUB DATE- 02
NOTE- 259p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Area Studies; Discussion; Foreign Countries; *Japanese Culture; Learning Activities; Social Studies
IDENTIFIERS- Communication Styles; Cultural Interpretation; *Japan; *Japanese People; Japanese Studies

This collection of essays offers an overview of contemporary Japanese culture, and can serve as a resource for classes studying Japan. The 28 essays offer an informative, accessible look at the values, attitudes, behavior patterns, and communication styles of modern Japan from the unique perspective of the Japanese people. Filled with examples taken from contemporary life, the essays explain many of the complicated aspects of Japanese culture clearly and authoritatively. Following a Japanese chronology and an introduction, essays in the collection are: "Aimai: Ambiguity and the Japanese"; "Amae: The Concept of Japanese Dependence"; "Amakudari: Descent from Heaven"; "Bigaku: The Japanese Sense of Beauty"; "Bushido: The Way of the Warrior"; "Chinmoku: Silence in Japanese Communication"; "Danjyo Kankei: Male and Female Relationships in Japan"; "The Do Spirit of Japan"; "Gambari: Japanese Patience and Determination"; "Giri: Japanese Social Obligations"; "Haragei: An Implicit Way of Communicating in Japan"; "Hedataru to Najimu: Japanese Personal Space"; "Honne to Tatemae: Private vs. Public Stance in Japan"; "The Japanese 'Ie' System"; "Iitoko-Dori: Adopting Elements of Foreign Culture"; "Ikuji: Childrearing Practices in Japan"; "Kenkyo: The Japanese Virtue of Modesty"; "Kisetsu: The Japanese Sense of the Seasons"; "Nemawashi: Laying the Groundwork in Japan"; "Omiai: Arranged Marriage in Japan"; "Otogibanashi: Folktales of Japan"; "Ryosaikenbo 'Good Wives and Wise Mothers': The Social Expectations of Women in Japan"; "Sempai-Kohai: Seniority Rules in Japanese Relations"; "Shudan Ishiki: Japanese Group Consciousness"; "Soshiki: Japanese Funerals"; "Uchi to Soto: Dual Meanings in Japanese Human Relations"; "Wabi-Sabi: Simplicity and Elegance as Japanese Ideals of Beauty"; and "Zoto: The Japanese Custom of Gift Giving." Each essay includes discussion activities. (Contains extensive references and a glossary.) (BT)

ED 465 690   SO 033 891

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Civil Liberties; Higher Education; Law Related Education; Laws; Lying; *Polygraphs; *Privacy
IDENTIFIERS- Communication Behavior; First Amendment; United States Constitution

This paper provides examples of polygraph misuses; details the increasing use of the polygraph inside and outside of law enforcement; explains what a polygraph is, what a typical polygraph test might consist of and its weaknesses in the detection of truth; and analyzes the available research with specific reference to the validity and reliability of the polygraph as scientific evidence. The paper notes that the modern polygraph was invented in 1923 by psychologist Leonard Keeler at the University of California (Berkeley) for use in experimental psychology and not as a lie detector. It discusses the polygraph as a First Amendment issue and as a violation of privacy. (Contains 33 references.) (BT)

ED 465 709 SP 040 604

Speck, Marsha
Professional Development Increasing Student Achievement Year-Round Education: "Why Can't We Get It Right?"
PUB DATE- 02
NOTE- 18p.; Paper presented at the Annual Meeting of the National Association for Year-Round Education (33rd, San Diego, CA, February 9-13, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Educational Improvement; Elementary Secondary Education; *Faculty Development; Time Management; *Year Round Schools

This conference presentation examines planning tools that provide professional development opportunities to build capacity and improve student achievement, focusing on year-round education. It emphasizes how to bridge the current gap between professional development practices and a professional's capacity to enable students to meet standards by understanding and using time and the calendar. It also emphasizes how and when to use tools for planning professional development that focus on student achievement through the use of time and the calendar. The presentation explains how to renew professional staff through POTENT (Purpose, Outcomes, Tools, Evaluation, Numbers, Timelines) professional development. It includes handouts for use in professional development planning. Figures and tables present: the traditional versus year-round calendar, essentials for best practice in professional development for sustained educational change, elements of successful professional development (content and process), a survey of elements of successful professional development, conditions for professional development, professional development processes (impact and use), balance and infusion of learning in professional practice, a survey on evidence of a culture, a causal loop with poor results, a matrix of teacher involvement, and a checklist on the potency of professional development. (SM)

ED 465 710 SP 040 730

Maria and members of her classroom team, and analysis of pertinent documents. Results indicated that Maria's beliefs about her students, her role and responsibilities as their teacher, and the nature of knowledge interacted to define her teaching practices. Maria's beliefs about students were strongly interventionist. The interventionist nature of her beliefs provided her with in-depth knowledge of her students characteristics, needs, and achievements. Her beliefs were broadly applicable to learners, irrespective of the nature of their differences. Ultimately, the interventionist nature of her teaching revealed her students competencies demonstrating that, despite their unique characteristics and significant barriers to communicating and learning, students who used AAC benefited from teaching practices that effectively supported student achievement. (Contains 39 references.) (SM)

ED 465 729   SP 040 876

A Competency-Based Framework for Graduate-Level Health Educators.
PUB DATE- 99
NOTE- 69p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; *Graduate Study; *Health Education; Higher Education; Preservice Teacher Education; Program Development; Program Evaluation; *Teacher Competencies; *Teacher Responsibility
IDENTIFIERS- *Health Educators

This document builds on the 1997 Standards for the Preparation of Graduate-Level Health Educators by including expanded content descriptors and objectives for the graduate level competencies. It begins by discussing evolution of health education competencies; chronology of the graduate standard development process; benefits of graduate level responsibilities and competencies; implications of the graduate responsibilities and competencies; next steps for the profession; three new areas of graduate responsibility; competencies and sub-competencies additions to the existing framework; and role descriptors for graduate level competencies VIII, IX, and X. Responsibilities and competencies for graduate level health educators are: assessing individual and community needs for health education; planning effective health education programs; implementing health education programs; evaluating effectiveness of health education programs; coordinating provision of health education services; acting as a resource person; communicating health and health education needs, concerns, and responsibilities; applying appropriate research principles and techniques in health education; administering health education programs; and advancing the profession. Five appendixes present a glossary; the Joint Committee for the Development of Graduate-Level Preparation Standards; members of the Graduate Competencies Implementation Committee; members of the Graduate Competencies Writing Ad-Hoc Committee; and information about the sponsoring related health education organizations. (Contains 33 references.) (SM)

ED 465 730   SP 040 878

Erickson, H. Lynn
Concept-Based Curriculum and Instruction: Teaching beyond the

effective and ineffective classroom management strategies. A group of 108 preservice teachers at a southern rural public university generated classroom management strategies in response to hypothetical vignettes depicting shy and withdrawn student behavior. Researchers coded the extended responses to identify strategies the preservice teachers would and would not use to manage students' shy and withdrawn behavior in the classroom. Data analysis indicated that preservice teachers, in response to shy or withdrawn behavior, tended to offer strategies that were similar to those identified in previous research. They preferred teachers who treated students with respect, avoided sarcasm, used direct instruction, and did not make students feel stupid. Students reported preferring to use such strategies as talking with the shy student, involving the whole class in helping this student, and rearranging the classroom to facilitate interaction between shy students and other classmates. Strategies they considered ineffective included confronting the student in front of the class, embarrassing the student, and using punishment. (Contains 11 references.) (SM)

ED 465 749 SP 040 901

Sandoval, William A.; Deneroff, Victoria; Franke, Megan L.
Teaching, as Learning, as Inquiry: Moving beyond Activity in the Analysis of Teaching Practice.
PUB DATE- 02
NOTE- 16p.; Paper presented at the Annual Meeting of the Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Discussion Groups; *Faculty Development; High Schools; *Inquiry; Interpersonal Relationship; Research Methodology; Science Education; *Science Teachers; *Scientific Research; Secondary School Science; Secondary School Teachers; *Teacher Collaboration; Urban Schools
IDENTIFIERS- Knowledge Development; Reflective Thinking

This paper describes an ongoing high school science teacher professional development project, Beyond Final Form Science, that focuses on developing teachers' ideas of scientific inquiry and inquiry pedagogy. It analyzes the first several months of the project, highlighting analyses of teachers' interactions during monthly professional development workshops. The workshops provided teachers with multiple opportunities to critically analyze students' ideas of science, science concepts, and their own understanding of scientific practice. Data collection involved video recordings of the project meetings. Data analyses illuminated ways in which the professional development activities provided opportunities for teachers to raise important issues around teaching. Results are presented in the areas of locating knowledge in activity, learning what students know, stepping out of the activity, and transitioning toward analysis. Results showed that the teachers' discourse was almost entirely grounded in descriptions of activity or judgement about particular activities. The descriptions or judgements were rarely unpacked or explained. These activity-centered conversations conveyed assumptions about student learning that discounted the role of students' prior knowledge in developing understanding. Activity-centered talk presented an obstacle to professional development only to the level of efficiency. For the 1999-2000 school year, a computer reporting program, TigerNet, was instituted in a junior high school in Pennsylvania. Through a year-long investigation, data were collected to determine the effects of TigerNet on academic performance. Achievement data were available for 394 students, and parent responses to a questionnaire were received from 460 parents. A path analysis reveals a direct, positive relationship between student use of the system and academic performance. There is also a positive relationship, in an indirect sense, between teacher use and academic performance. This paper discusses the ramifications of these two positive relationships, and how these results are shown in the light of a qualitative analysis of parental responses. The Academic Achievement Motivation Survey adapted from I. Russell (1969) and the parent involvement survey, adapted from T. Keith and others (1993) are attached. (SLD)

ED 465 759   TM 033 908

Accountability Manual, 2002: The 2002 Accountability Rating System for Texas Public Schools and School Districts.
PUB DATE- 02
NOTE- 421p.
LANGUAGE- English
EDRS Price- MF01/PC17 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; *Accountability; Elementary Secondary Education; Evaluation Methods; Program Evaluation; *Public Schools; Tables (Data)
IDENTIFIERS- *Texas; Texas Assessment of Academic Skills; Texas Education Agency

This manual is a technical resource that explains the accountability system used by the Texas Education Agency (TEA) to evaluate the performance of public school districts and campuses. The manual covers details of the accountability system for 2002, including ratings, special circumstances, acknowledgements, rewards, sanctions, and reports. All the information necessary to compute 2002 ratings and acknowledgments for districts and regular campuses is conveyed. Procedures for determining the 2002 ratings for alternative education campuses are provided in a related publication, 2002 Alternative Education Accountability Manual. A preview of the accountability system for 2003 and beyond is attached, and a separate manual for 2003 will be published. The report contains these sections in part 1, Introduction,: (1) Introduction to the Texas Accountability System; and (2) 2002 Accountability System. Part 1, Procedures Related to Determining Ratings and Acknowledgments, contains: (3) 2002 Accountability Rating Criteria and Standards; (4) 2002 Acknowledgments and Recognitions; (5) 2002 Campus Comparable Improvement; (6) Special Issues and Exemptions; (7) Appealing the 2002 Accountability Ratings; and (8) System Safeguards. Part 2, Additional Information about the Texas Accountability System, contains: (9) Using the 2002 Accountability Data Tables; (10) Accountability System Reports; (11) Local Reporting and Use of Performance Results; (12) Additional Information; (13) Preview of the 2003 and Beyond Accountability Systems; (14) Accountability System Facts; and (15) Appendices. The four appendixes contain statutory requirements, some regulations, resources for further information, and acknowledgments. (Contains 19 tables.) (SLD) first-year teachers after their experiences in a 10-month preservice teacher education program in which professional portfolios were implemented. Data were gathered from a questionnaire administered to teacher candidates at the end of their program, as well as from 2 sets of interviews with 11 subjects at the end of their first year of teaching. If and how new teachers valued the instruction and collaborative experience of creating professional portfolios in their preservice year was studied, and whether preservice teachers maintained their portfolios and continued using them as tools for growth were studied. Whether these first-year teachers implemented portfolios with their own students was also studied. Overall, the data reveal that the first-year teachers did value portfolios as an important form of collaborative assessment and reflection, both for themselves and for their students. Most of them did continue to use their professional portfolios in a modified way during their first year or had an intent to maintain their portfolios in the future, but their capacity to use portfolios with students during their first year of teaching varied. This study reports on the conditions that supported and hindered portfolio implementation during the first year of teaching, including cooperative relationships with peers. It also explores the implications for teacher/educators and for school and district leaders in supporting innovation by new teachers. (Contains 23 references.) (Author/SLD)

ED 465 789   TM 034 174

Domina, Meryl
Application of John Dewey's Ideas to an Inner City Alternative High School.
PUB DATE- 02
NOTE- 6p.; With Janice Greer.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational History; *Educational Philosophy; High Schools; Inner City; Institutional Characteristics; *Nontraditional Education; Progressive Education
IDENTIFIERS- *Dewey (John)

This paper shows how the Sullivan House Alternative High School, Chicago, Illinois, incorporated the philosophy of John Dewey into the schools curriculum, discipline, and the relationship between teachers, first as a small school with much freedom, and later as a more structured high school. Dewey, in The School and Society, identified four natural instincts of children that schools should see as resources and around which they should develop their programs. Janice Greer, in founding the Sullivan House school, used these instincts and six tenets derived from Dewey's writings to organize the schools as a small learning community. The fist tenet is to help students see themselves as valued members of a community. Next is offering teachers adequate time to feel and show concern for their students. The third and fourth are to engage students in working out real problems that will develop the habits of mind necessary for real learning and constructive work. The fifth is to have an emphasis on creative activity, and the final tenet is to encourage adults and students to interact with much informal conversation and class discussion. These tenets were made integral to the formation of the Sullivan House alternative school. (SLD)

ED 465 809 TM 034 197

Lissitz, Robert W., Ed.; Schafer, William D., Ed.
Assessment in Educational Reform: Both Means and Ends.
PUB DATE- 02
NOTE- 221p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Data Collection; Disabilities; *Educational Assessment; Educational Change; Elementary Secondary Education; *Futures (of Society); *Student Evaluation; Test Results; Test Use; Validity

This book originated from a conference arranged to honor the professional contributions of William D. Schafer on his retirement. In recognition of his interest in the subject, each chapter is an effort by one or more professionals to describe what they think the future of assessment should be. The chapters are: (1) What Will Teachers Know about Assessment, and How Will That Improve Instruction? (Susan M. Brookhart); (2) Where Is Our Assessment Future and How Can We Get There from Here? (Richard J. Stiggins); (3) What Role Will Assessment Play in School in the Future? (Peter W. Airasian and Lisa M. Abrams); (4) How Will Teacher Education Use Assessments An Assessment Scenario from the Future (Mary E. Diez); (5) How Can Assessment Contribute to an Educational Utopia? (William D. Schafer); (6) How Will Assessments Accommodate Students with Disabilities? (Gerald Tindal); (7) How Will English Language Learners Be Accommodated in State Assessments? (Charles W. Stansfield and Charlene Rivera); (8) How Will Assessment Data Be Used To Document the Impact of Educational Reform? (Lauress L. Wise and R. Gene Hoffman); (9) How Will We Gather the Data We Need To Inform Policy Makers? (Edward D. Roeber); (10) How Can We Make NAEP and State Test Score Reporting Scales and Reports More Understandable? (Ronald K. Hambleton); and (11) How Will We Get Valid Among-State and International Comparisons and What Will They Tell Us? (Albert E. Beaton). (Contains 7 tables, 12 figures, and an index.) (SLD)

ED 465 810 TM 034 198

Zellner, Luana; Jinkins, Deborah
Consequences of High Stakes Testing on the Literacy Programs of High-Performing Learning Communities.
PUB DATE- 01
NOTE- 12p.; Paper presented at the National Reading Conference (51st, San Antonio, TX, December 5-8, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Elementary Secondary Education; High Achievement; *High Stakes Tests; Institutional Characteristics; *Literacy; *Principals; Reading Programs; *Test Results
IDENTIFIERS- *Learning Communities

The consequences of high-stakes testing environments on the overall literacy programs and student achievement in high-performing learning communities were studied through a questionnaire completed by 20 elementary, middle, and high school principals in high-performing learning communities in a large state. Interviews and site visits were also held with two principals at each educational level. Data also included by: Richard Greene, Upward Bound Mentor, Crawford Middle School and Lexington Magnet School, Lexington, Kentucky; Abdon Ibarra, Director, Hispanic Services Lexington, Kentucky; Erran F. Persley, Deputy Director, Youth Opportunity Grant Program, Department of Employment Services, Washington, DC.; and Robert Murray, Principal, Martin Luther King, Jr. Academy for Excellence, Lexington, Kentucky. Five appendices include the written opening statement and four written statements of presenters, which focused on literacy and the achievement gap, the education of Latinos, comprehensive strategies to improve education, and character education. (SM)

ED 465 831 UD 035 040

Eyes on Education: A Proposal for East Side Union High Schools.
PUB DATE- 02
NOTE- 24p.; For full text: http://www.caljustice.org.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Diversity (Faculty); *Diversity (Student); High Schools; Minority Group Children; Minority Group Teachers; *Racial Bias
IDENTIFIERS- Antiracist Education; California

This paper presents information from surveys of 1,028 diverse high school students in one California district about inequalities they experienced and their thoughts regarding such issues. While 83 percent of students are students of color, 38 percent of teachers are teachers of color. About 4 out of 14 students have been treated unfairly or harassed in class due to culture or race. There is no districtwide training for teachers in multicultural competency. About 40 percent of students have a primary language other than English. The ratio of bilingual aides to English learners is 1:192. Nearly half of the students have never had a counselor talk to them individually about plans to meet A-G requirements. About two-thirds of students graduate without meeting A-G requirements. Recommendations include: implement a districtwide anti-racist teacher training to provide teachers with multicultural competency, initiate a bilingual certification program to recognize students for their abilities, and guarantee that every student develop and follow a 4-year plan to fulfill A-G requirements. Appended are research methodology and overview, sample survey, multicultural education policy 6141, and a paper entitled "Anti-Racist Training" (Mamie Chow). (SM)

ED 465 832 UD 035 041

Osborne Daponte, Beth; Wolfson, Lara J.
Medicaid, Census, and the CPS: What They Reveal about Child Undercount and Poverty. JCPR Working Paper.
PUB DATE- 02
NOTE- 48p.; Research funded by the Jewish Healthcare Foundation.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Child Welfare; Children; *Eligibility; *Poverty; Social Services
IDENTIFIERS- Current Population Survey; *Medicaid; Pennsylvania; *Undercounting

"Medicaid undercount" occurs when the number of people enrolled in exceeds the number estimated to be eligible for the program. One hypothesis proposed for this phenomenon has been

PUB DATE- 02
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Strategies; *Cost Effectiveness; Data Analysis; *Educational Change; Elementary Secondary Education; Program Effectiveness; Public Schools; *Research Methodology
IDENTIFIERS- Reform Efforts

This report examines issues related to the cost effectiveness of whole school reform. The first section discusses the development of whole school reform models, criteria for model adoption, and challenges of whole school reform for evaluation. The second section, "Comparing Effectiveness," looks at models for evaluation (experimental, quasi-experimental, and other methods); sampling of schools (selection concerns, bias, and student population differences); school outcomes (differences in goals, values, measurement issues, evaluators, and comparability of effectiveness reports). The third section, "Comparing Cost Data," discusses cost methodology (general principles, early cost study experience, consideration of resource reallocation, and cost recovery). The fourth section, "Conclusions and Recommendations," examines six issues that should be considered to obtain comparability for cost effectiveness purposes. (Contains 66 references.) (SM)

ED 465 852 UD 035 133

Bensman, David
Central Park East and Its Graduates: "Learning by Heart." The Series on School Reform.
SPONS. AGENCY- Andrew W. Mellon Foundation, New York, NY.; EXXON Education Foundation, New York, NY.; Spencer Foundation, Chicago, IL.
PUB DATE- 00
NOTE- 169p.; With a foreword by Deborah Meier.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Child Development; Cultural Pluralism; Disadvantaged Youth; *Educational Quality; Elementary Education; Inner City; *Outcomes of Education; Parent Participation; Teacher Expectations of Students; *Urban Schools
IDENTIFIERS- Learning Communities; New York City Board of Education

This book describes New York City's Central Park East (CPE) Elementary School, which provides inner city children with the highest quality educators and pedagogy and is considered one of the most academically enriching U.S. schools. The book gives voice to young adults who emerged from poverty as a result of powerful experiences within CPE. Chapter 1, "Searching for Meaning in the Survey Data," outlines graduates' achievement. Chapter 2, "Individual Pathways to Learning," examines academic pathways to success constructed by students and teachers. Chapter 3, "Pathways to Emotional and Social Growth," describes how students used caring relationships fostered by CPE to create pathways to emotional and social growth. Chapter 4, "Racial Dimensions of a Learning Community," discusses how CPE bridged racial and cultural divides. Chapter 5, "'We Bought the Dream': The Parent-School Partnership at Central Park East,"

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Animals; Biodiversity; Elementary Secondary Education; Habitats; *Resource Materials; Science Education; Teaching Methods; *Wildlife Management
IDENTIFIERS- ERIC Digests; *Exotic Species

Exotic species are organisms transported by humans, wildlife, wind, and water into regions where they did not historically exist. This ERIC Digest describes available materials and resources for teaching and learning about these exotic species. Sixteen Internet sources are provided along with six videotape resources. The digest also provides additional resource information found on CD-ROMs and curriculum packages. (MVL)

ED 465 505 SE 065 864

Decovsky, Fred
Pentominoes & Tangrams: High School Explorations.
PUB DATE- 01
NOTE- 16p.; Paper presented at the Annual International Teachers Teaching with Technology Conference (13th, Columbus, OH, March 16-18, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Graphing Calculators; High Schools; *Mathematics Activities; *Mathematics Instruction; Patterns in Mathematics; *Spatial Ability
IDENTIFIERS- Pentominoes; Tangrams

This collection of activities is designed to show how graphics display calculators can be used to explore pentominoes and tangrams. Activities include games and puzzles developing spatial relations. Teaching notes, solutions, and calculator instructions are included as are blackline masters. (MM)

ED 465 506 SE 065 935

Meyer, Janice D.; James, Robert K.
STS for Pre-Service Teachers: Does It Translate in the Classroom?
PUB DATE- 02
NOTE- 20p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (New Orleans, LA, April 6-10, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Technology; Higher Education; Integrated Curriculum; Methods Courses; *Preservice Teacher Education; *Science and Society; Secondary Education

Science-Technology-Society (STS) can be defined in various ways. For this study, STS is defined as a curricular tool that teachers can use to focus on the interactions between science, technology, and society to make learning more relevant to students' everyday lives. A small qualitative study was conducted with students in a secondary science methods course to see if the positive experience they had with STS in the course carried over into their classrooms as practicing teachers. Three findings stood out: (1) teachers believed they have to work with a social studies teacher to implement STS in

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Basic Education; *Adult Programs; Community Education; Elementary Education; *Hispanic Americans; Mathematics Education; Parent Participation; *Parent Role; Parent Teacher Cooperation; Parent Workshops; Self Concept
IDENTIFIERS- Dialogic Education

This paper focuses on parents' perceptions of and expectations for the teaching and learning of mathematics for themselves as adult learners as well as for their children. The research is part of a large parental involvement project in a working-class, Hispanic community. The work is grounded on the concept of dialogic learning (Flecha, 2000) both in our approach to the learning experiences in which these parents (mothers) participate and in our research endeavor. Project MAPPS (Math and Parent Partnerships in the Southwest) seeks to establish a dialogue that breaks down the hierarchical and hegemonic practices that often characterize parental involvement efforts in communities. The analysis of data from home-based interviews, focus group discussions, and written narratives reveals several themes related to these women's mathematical learning experiences. These themes revolve around concepts of friendship and intellectual engagement. Furthermore, to better understand their perceptions about the teaching of mathematics, the project has conducted classroom observations with a few of the mothers. These visits to their children's classrooms as well as to other classrooms and the follow-up debriefing conversation shed some light on parents' views about teaching and learning. Finally, as these parents engage as teachers to other parents, the project learns about what they focus on as they themselves plan and teach a mathematics workshop. (Contains 23 references.) (Author/MM)

ED 465 528 SE 066 137

FitzSimons, Gail E.
An Expansive Learning Approach to Mathematics Education for Parents: An Australian Case Study.
PUB DATE- 02
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Education; Case Studies; *Gender Issues; Mathematics Education; *Parent Role; Role Models; Self Concept; *Womens Education
IDENTIFIERS- Vygotsky (Lev S); Zone of Proximal Development

This paper will adopt Yrjo Engestrom's (1999) expansive learning approach to analyze the situation of a woman, Marleanne, who emigrated to Australia as a child and who later, as a parent, became determined to take an active part in her children's education in order to avoid or ameliorate the repetition of her own negative experiences with mathematics. It will analyze her situation from the perspectives of knowledge interest groups, multi-voicedness, historicity, contradictions, and movement through her zone of proximal development in mathematics education. It will outline her personal development from an intensely shy child whose own education was curtailed for reasons of gender, through her overcoming the barrier of an administrators, and policymakers with planning for instructional improvement in several ways: (1) align curriculum with standards and system-wide assessments; (2) monitor indicators of instruction and the relationship to student achievement; (3) analyze differences in instruction and content across schools and classes and identify improvement strategies through school leadership teams; and (4) evaluate the effects of initiatives such as professional development in changing math and science practices. (MVL)

ED 465 551   SE 066 209

Lewis, Bradford F.
A Review of Worldview Research in Education: Analyzing Theory, Methods and Applications.
PUB DATE- 98
NOTE- 39p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Misconceptions; *Science Education; Teaching Methods; Teaching Models; *World Views
IDENTIFIERS- Conceptual Change

In recent years science educators have placed increasing emphasis on the importance of understanding student knowledge. The research aimed at exploring student knowledge--misconception research, nature of science studies, and conceptual change research--has proved useful in telling us what concepts students know before and after instruction. However, this research tells us little about how students' science knowledge interacts with instruction to structure the teaching/learning process. Worldview is an ideal theory to help researchers answer questions about the role of science knowledge in the teaching/learning process. Yet, it is relatively new to science education literature, and there is little consistency as to which methods of handling worldview data would yield insightful studies of student knowledge. This article examines worldview literature from science education and other disciplines to tease out the theoretical commitments, methods, and applications that are most conducive to investigating the dynamic interaction of student knowledge in instructional settings. (Contains 42 references.) (Author/MM)

ED 465 552   SE 066 210

Brekke, Stewart E.
True Scientific Literacy for All Students. Teacher Feature.
PUB DATE- 02
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Biology; Chemistry; Elementary Secondary Education; Physics; *Problem Solving; Science Education; *Scientific Literacy; Teaching Methods

Scientific literacy is far more than knowing a list of terms and definitions. Scientific literacy is the ability to do processes related to a specific scientific field and knowing, at minimum,

Teacher's Guide is available from http://www.libraryvideo.com.
Eleven-volume set can be purchased for $329.45.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- *Demonstrations (Science); *Gravity (Physics); Hands on Science; Intermediate Grades; Junior High Schools; *Physical Sciences; Science Activities; Science Instruction; Velocity; Videotape Recordings
IDENTIFIERS- Galileo

All kids are familiar with the basic idea of gravity--it's why things fall to the ground. Gravity uses exciting visuals and clear, colorful graphics to take students beyond the basics to explain that gravity is really a force of attraction between objects. They'll discover that all objects--no matter how large or small--have gravitational force, and that the amount of that force depends on the mass of the distance between them. The contributions of Newton and Galileo are discussed, and gravity's connection with weight, orbits, acceleration and terminal velocity is explored. Includes lots of real- life demonstrations and a fun, hands-on activity that re-creates Galileo's famous experiment, which proved that all objects fall to the ground at the same rate, regardless of their mass. This program is based on the concepts outlined in the National Science Education Standards for Physical Science: Properties and Changes of Properties of Matter, Motions and Forces and Transfer of Energy. This program includes a teacher's guide. (Author)

ED 465 577 SE 066 270

Changes in Properties of Matter. Physical Science in Action TM . Schlessinger Science Library. Videotape .
PUB DATE- 00
NOTE- 0p.; For other videotapes in series, see SE 066 251-261. Teacher's Guide is available from http://www.libraryvideo.com. Eleven-volume set can be purchased for $329.45.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- *Chemistry; *Demonstrations (Science); Density (Matter); Hands on Science; Intermediate Grades; Junior High Schools; *Matter; *Physical Sciences; Science Activities; Science Instruction; Videotape Recordings

All matter possesses certain properties--mass, weight, volume and density. But what happens to these properties when the matter changes form? How does wood become ash when it burns? And how does ice cream change when it melts? Students will learn the difference between chemical and physical changes in this excellent introduction to the changes of matter. Fun, real-life demonstrations and a hands-on activity will help explain these concepts. One of the 16 volumes in the Physical Science in Action series in the Schlessinger Science Library. Part of the Schlessinger Science Library in Action Collection. This title correlates to the National Science Education Standards for Physical Science--properties and changes of properties in matter, motions and forces, and transfer of energy. This program includes a teacher's guide. (MM)

ED 465 578 SE 066 271

existing teacher leadership programs. The Horizon Research Inc. forms for classroom and professional development observation are described in some detail. (Contains 27 references.) (Author/MVL)

ED 465 600 SE 066 298

Pugalee, David K.; Frykholm, Jeffrey; Shaka, Farella
Diversity, Technology, and Policy: Key Considerations in the Development of Teacher Leadership.
PUB DATE- 01
NOTE- 20p.; In: Developing Teacher Leaders: Professional Development in Science and Mathematics; see ED 451 031.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary Secondary Education; *Faculty Development; *Teacher Leadership; *Teachers; Technology

School change can be greatly impacted by teachers who take an active role in leadership. Teacher leaders should continue to expand their roles and influence in effecting the types of school reform that will lead to sustainable change in the quality of education. Since professional development is key to change, this chapter will address three areas that have not been adequately emphasized in the delivery of professional development programs: diversity, technology, and policy. Teacher leaders must be provided with opportunities to develop skills necessary to provide leadership relevant to these areas. This chapter provides some perspective on the importance of these issues in reforming mathematics and science education and considers the roles of teacher leaders in influencing needed change. (Contains 49 references.) (Author/MVL)

ED 465 601 SE 066 299

Smith, Frank
The Glass Wall: Why Mathematics Can Seem Difficult.
PUB DATE- 02
NOTE- 166p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Psychology; Cognitive Structures; Elementary Secondary Education; Higher Education; Knowledge Representation; Learning Strategies; Learning Theories; *Mathematics; Mathematics History; Mathematics Instruction; Mathematics Skills; *Numeracy

This book explores what makes mathematics possible as well as what makes mathematics difficult. Included is a discussion of the definition of mathematics, mathematics in language, the meaning of numbers, calculating and measuring, notation, numbers in space, and the best ways to learn mathematics. Historical information and practical examples are interwoven throughout the chapters. (Contains 65 references.) (DDR)

ED 465 602 SE 066 324

Rubba, Peter A., Ed.; Rye, James A., Ed.; DiBiase, Warren J., Ed.; Crawford, Barbara A., Ed.
Proceedings of the Annual International Conference of the Association for the Education of Teachers in Science (Charlotte, North Carolina, January 10-13, 2002).
PUB DATE- 02

abilities to improve students' understanding of the nature of science and students' understanding of, and ability to perform scientific inquiry within a context of a standards-based science curriculum. Previous efforts have focused on either teacher knowledge or student achievement relative to scientific inquiry and nature of science. Project ICAN represents a first attempt to couple teachers' professional development relative to the nature of science and scientific inquiry with an extended focus on teachers' classroom practice and student achievement. The purpose of this paper is to describe the effectiveness of Project ICAN on student achievement for year 1 of the project. (Contains 14 references.) (Author/MVL)

ED 465 623 SE 066 345

Gonzalez-Espada, Wilson J.; Oliver, J. Steve
Making Puerto Rican High School Physics Contextual and Culturally Relevant: A Statistical Analysis of Influencing Factors.
PUB DATE- 02
NOTE- 23p.; In: Proceedings of the Annual International Conference of the Association for the Education of Teachers in Science (Charlotte, NC, January 10-13, 2002); see SE 066 324.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cultural Influences; *Culturally Relevant Education; High Schools; *Physics; *Science Teachers; Teaching Methods
IDENTIFIERS- Puerto Rico

The purpose of this paper is to report some of the findings of 2 months of quantitative data collection associated with the study of context and cultural relevance in physics teaching in Puerto Rico. First, whether or not high school physics teachers use contextual and culturally relevant strategies in their classroom was examined. In addition, the factors were determined that influence the willingness of those physics teachers to modify their teaching methodology and physics curriculum so that the physics portrayed in the translated textbooks used in school became meaningful to Puerto Rican students. By meaningful, it meant it was contextual and culturally relevant to the Puerto Rican culture. (Author/MVL)

ED 465 624 SE 066 346

Ollerenshaw, Jo Anne; Lyons, Delberta
Voices in a Reservation School: A Sonata-Form Narrative from a Professor and a Dakota Pre-Service Teacher about Their Professional and Practical Knowledge Teaching Science in Culturally Responsive Ways.
PUB DATE- 02
NOTE- 37p.; In: Proceedings of the Annual International Conference of the Association for the Education of Teachers in Science (Charlotte, NC, January 10-13, 2002); see SE 066 324.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *American Indian Education; Cultural Influences; *Cultural Maintenance; *Cultural Relevance; Elementary Education; Higher Education; *Science Instruction; Story Telling; *Teaching Experience

The Umonhon Nation Public School, with federal funding and collaborative support, is revitalizing Umonhon culture and language. Native American pre-service teachers are learning to

(NCTM) standards and implementing these standards in their teaching. Five standards are overviewed: (1) number and operation; (2) algebra; (3) geometry; (4) measurement; and (5) data analysis and probability. Lesson plans are presented by content and demonstrate aspects of each standard. The last section of the book includes suggestions on how to develop your own lesson. (YDS)

ED 465 647   SE 066 450

Fennell, Francis; Bamberger, Honi; Rowan, Thomas; Sammons, Kay; Suarez, Anna
Connect to NCTM Standards 2000: Making the Standards Work at Grade 2.
PUB DATE- 00
NOTE- 146p.; For grades K-8, see SE 066 448-456.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academic Standards; Algebra; Data Analysis; Geometry; *Grade 2; Graphs; Mathematics Curriculum; *Mathematics Instruction; Primary Education; Probability
IDENTIFIERS- *NCTM Principles and Standards for School Math

This book provides a resource for mathematics teachers to understanding the National Council of Teachers of Mathematics' (NCTM) standards and implementing these standards in their teaching. Five standards are overviewed: (1) number and operation; (2) algebra; (3) geometry; (4) measurement; and (5) data analysis and probability. Lesson plans are presented by content and demonstrate aspects of each standard. The last section of the book includes suggestions on how to develop a lesson. (YDS)

ED 465 648   SE 066 451

Fennell, Francis; Bamberger, Honi; Rowan, Thomas; Sammons, Kay; Suarez, Anna
Connect to NCTM Standards 2000: Making the Standards Work at Grade 3.
PUB DATE- 00
NOTE- 146p.; For grades K-8, see SE 066 448-456.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academic Standards; Algebra; Data Analysis; Geometry; *Grade 3; Graphs; Mathematics Curriculum; *Mathematics Instruction; Primary Education; Probability
IDENTIFIERS- *NCTM Principles and Standards for School Math

This book provides a resource for mathematics teachers to understanding the National Council of Teachers of Mathematics' (NCTM) standards and implementing these standards in their teaching. Five standards are overviewed: (1) number and operation; (2) algebra; (3) geometry; (4) measurement; and (5) data analysis and probability. Lesson plans are presented by content and demonstrate aspects of each standard. The last section of the book includes suggestions on how to develop a lesson. (YDS)

ED 465 649   SE 066 452

financial crisis. Households interviewed perceived five factors causing poverty: (1) unemployment; (2) insufficient and poor quality land; (3) lack of formal institutions to support the industrial and agricultural sectors; (4) the government's inability to respond to their increasingly fragile situations with inadequate infrastructure, public security, healthcare, educational services; and (5) the inability of informal coping mechanisms to continue to support the minimum needs of households under duress. (Contains a bibliography, two annexes (explanation of social capital and "The List"), a map of Albania, and 13 tables.) (BT)

ED 465 671 SO 033 864

Saurino, Dan R.; Saurino, Penny L.; See, Desiree
Utilizing Visual/Spatial Techniques and Strategies To Develop an Integrated Curriculum: A Collaborative Group Action Research Approach.
PUB DATE- 02
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Action Research; *Classroom Techniques; *Curriculum Development; Grade 8; *Integrated Curriculum; Junior High Schools; *Multiple Intelligences; Reflective Teaching; Science Education; Units of Study
IDENTIFIERS- Collaborative Research; Research Teams; *Spatial Tasks; *Visual Thinking

A research group was interested in how an understanding of multiple intelligences might translate into a variety of teaching techniques and strategies directed toward specific intelligences they found in their eighth-grade science classroom. Because of the tremendous effect of mass media and other visual/spatial influences on students, the study of multiple intelligences was narrowed to visual/spatial. It featured a collaborative group conducting action research to explore how visual/spatial teaching techniques and strategies might affect the integration of the curriculum. The research process involved four chronological phases and a planning phase for future cycles. The four chronological phases were based on the recursive collaborative group action research cycle (illustrated in Figure 1). Phases 1-4 comprise the first research cycle of Cycle 1, and all other phases may repeat the cycle to gain more information. A complete cycle, consisting of the phases outlined, were conducted during the study. Unit lesson plans were developed and evaluated for the multiple intelligences included. The group discussed the results of the integration of the curriculum with visual/spatial techniques or strategies. This effort highlighted the value of collaboration and the ongoing assessment of techniques teachers use in the classroom to improve student learning and on-task time. By exploring regular, deliberate use of the visual/spatial multiple intelligence in lesson planning and evaluating the success, the group was able to address student needs and integrate the curriculum in ways that otherwise would not have occurred. (Contains 19 references.) (BT)

ED 465 672 SO 033 865

Paxton, Richard J.; Meyerson, Peter
From "Birth of a Nation" to "Pearl Harbor": The Influence of a Movie's Perspective on Students' Historical Understandings.
PUB DATE- 02
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Critical Viewing; *Films; High Schools; Interviews; Popular Culture; Problem Solving; Protocol Analysis; Qualitative Research; Social Studies; *Student Attitudes; *United States History
IDENTIFIERS- *Film Viewing; *Westward Movement (United States)

What and how do students learn from motion pictures, and how does this knowledge interact with the history they learn in school? This is a complex problem-space and one that has seen little empirical research. To lay the groundwork for exploring these questions, a pilot study utilized a qualitative methodology in which high school students viewed excerpts from two Hollywood/commercial movies portraying an historical event from differing perspectives. The historical event was westward expansion in 19th century United States. The films selected were "Dances with Wolves" and "Far and Away." Students thought-aloud while reading a textbook excerpt and answered an historical problem-solving question. Semi-structured interviews conducted with six Wisconsin high school students sought to probe participants' approaches to answering the question, their attitude toward historical films, and how the history they learn from movies interacts with what they learn in school. Includes six figures. Historical information is appended. (Contains 13 references.) (BT)

ED 465 691 SO 033 892

Diem, Richard A.
An Examination of the Effects of Technology Instruction in Social Studies Methods Classes.
PUB DATE- 02
NOTE- 8p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Research; *Methods Courses; Preservice Teacher Education; Qualitative Research; Scoring Rubrics; Secondary Education; *Social Studies; Statistical Analysis; *Technology Education
IDENTIFIERS- Technology Implementation

Researchers noted that introducing technology within a course specific framework, such as a methods class, often results in preservice teachers increasing their computer competency and confidence in using technology and can greatly influence the adoption of technology as part of instructional experiences. To determine if these constructs were indeed part of social studies preservice teacher educational experiences and to examine the ways in which technology was introduced to incoming professional social studies educators, a social studies methods, class technology evaluation rubric was designed. It

Novak, John M.; Purkey, William Watson
Invitational Education. Fastback 488.
PUB DATE- 01
NOTE- 60p.; Sponsored by the Benreuter Lecture Fund in School Psychology and the Pennsylvania State University Chapter of Phi Delta Kappa International.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Conflict Resolution; Democracy; *Educational Change; *Educational Environment; Elementary Secondary Education; Self Concept; Teacher Role; *Teacher Student Relationship
IDENTIFIERS- *Invitational Education

Invitational education is the process by which people are cordially, creatively, and consistently summoned to realize their potential, emphasizing messages transmitted by people, places, policies, programs, and processes. Based on the democratic ethos, perceptual tradition, and self-concept theory, it offers a perspective for addressing, evaluating, and modifying the total school environment and lets educators assume an invitational stance consisting of five assumptions related to respect, trust, care, optimism, and intentionality. Invitational education must be applied in five areas: people, places, policies, programs, and processes. A four-level classification system describes what occurs in and around schools and provides a starting point for analysis and prescription: intentionally disinviting, unintentionally disinviting, unintentionally inviting, and intentionally inviting. The level of the message depends upon how and why educators do something. Invitational education encourages educators to enrich their lives in four basic dimensions: being personally inviting with oneself and with others and being professionally inviting with oneself and with others. Ten strategies for making invitational education a consistent part of educators' lives include preparing the environment, developing trust, reading situations, and ensuring delivery. Strategies for managing conflict include concern, confer, consult, confront, combat, and conciliate. Strategies for inviting change include the inviting family model and the invitational helix. (Contains 13 references.) (SM)

ED 465 711 SP 040 731

Bullock, Ann Adams; Hawk, Parmalee P.
Professional Portfolios for Practicing Teachers. Fastback 483.
PUB DATE- 01
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Beginning Teachers; Elementary Secondary Education; *Portfolio Assessment; *Portfolios (Background Materials); Reflective Teaching; Teacher Evaluation

This booklet provides information about the basic principles of portfolio development, outlining three types of portfolios and offering examples and reflections. The three types of portfolios are process, product, and showcase. Each is compiled for a different reason, though they all: have a specific purpose, are developed for a specific audience, contain work samples, and include reflections. The purpose of the portfolio determines how it is organized. All portfolios should include a

Facts.
PUB DATE- 02
NOTE- 194p.; Foreword by Carol Ann Tomlinson.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Concept Formation; *Concept Teaching; Curriculum Development; Elementary Secondary Education; *Integrated Curriculum; Interdisciplinary Approach; National Standards; *Problem Solving; State Standards; Thinking Skills

This book explores concept-based learning across disciplines and grade levels. Teachers can use the specific strategies to create a seamless learning program that teaches students the skills they need to think conceptually and to solve problems in today's complex, changing world. Chapter 1 reviews national, state, and local standards through a set of concept-based questions to illustrate the differences between concept-based and topic-based design models. Chapter 2 discusses the critical components for a concept-process curriculum in the context of a systems design. Chapter 3 presents a detailed plan for designing concept-process integrated units. Examples from school districts illustrate the role of concepts in taking thinking beyond the facts and maintaining the integrity of different disciplines in the integration process. Unit planning pages show the integral relationship between critical content, essential enduring understandings, essential questions, and student activities. Chapter 4 considers the value of a concept-process curriculum integration model in school-to-work programs. Chapter 5 presents tips from teachers on creating content-process integrated units. Appended are National Academic Standards order information, SCANS Competencies (United States Department of Labor), and a glossary. (Contains 17 references.) (SM)

ED 465 731 SP 040 880

Gordon, Lynn Melby
High Teacher Efficacy as a Marker of Teacher Effectiveness in the Domain of Classroom Management.
PUB DATE- 01
NOTE- 101p.; Paper presented at the Annual Meeting of the California Council on Teacher Education (San Diego, CA, Fall 2001).
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Techniques; *Discipline; Elementary Education; Elementary School Teachers; Emotional Response; High Risk Students; Negative Reinforcement; Punishment; *Self Efficacy; *Student Behavior; Teacher Attitudes; Teacher Behavior; *Teacher Effectiveness
IDENTIFIERS- Positive Behavioral Support

This study compared 96 high efficacy and 93 low efficacy elementary teachers regarding a variety of cognitive, affective, and behavioral factors associated with classroom management and discipline of at-risk students. Quantitative and qualitative data were collected in relation to: teachers causal attributions for student misbehavior, expectancy for student behavior improvement, emotional reactions to student misbehavior, student control ideology, and recalled frequency and teacher change because it left too much implicit. (Contains 22 references.) (SM)

ED 465 750   SP 040 902

Ballet, Katrijn; Kelchtermans, Geert
Intensification and Beyond: Bringing Professional Development Back in the Picture.
PUB DATE- 02
NOTE- 31p.; Paper presented at the Annual Meeting of the Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Coping; Elementary Education; *Faculty Development; Foreign Countries; *Stress Variables; Teacher Collaboration; *Teaching Conditions
IDENTIFIERS- Belgium

This paper reviews the literature on teaching conditions, stress variables, and demands placed upon teachers, focusing on the situation in Belgium. Researchers examined whether and how teachers in Flemish elementary schools experienced intense, stressful, and negative working conditions, focusing on which forms of stressors and negative conditions existed, the impact of growing demands and expectations upon teachers, mediating elements in this process, and characteristics of the school organization as a mediator. Data collection involved semi-structured interviews with a principal, a part-time teacher, and three classroom teachers, and from staff room conversations and informal chats with school team members. Results indicated that hard working team members stimulated each other to respond to the new demands. This happened without any structuring by the principal. Teachers evaluated the advantages to students when determining whether or not an external demand was valuable. Although respondents coped in different ways, they had one issue in common: all teachers wanted to balance their professional and personal lives without doing any harm to the students. (Contains 53 references.) (SM)

ED 465 751   SP 040 903

Suranna, Keith J.; Moss, David M.
Exploring Teacher Leadership in the Context of Teacher Preparation.
PUB DATE- 02
NOTE- 27p.; Paper presented at the Annual Meeting of the Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beginning Teachers; Collegiality; Committees; Continuing Education; Elementary Secondary Education; Faculty Development; Higher Education; *Leadership Qualities; Mentors; Preservice Teacher Education; Principals; Student Empowerment; *Student Teacher Attitudes; Student Teachers; Teacher Administrator Relationship; Teacher Characteristics; Teacher Collaboration; Teaching Skills
IDENTIFIERS- *Teacher Leaders; *Teacher Leadership

This study examined the need to better define and describe the

ED 465 770 TM 034 153

Oswald, Kim Johnson
Career and Technology Education: Program Evaluation Report, 2000-2001.
PUB DATE- 02
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; *Career Education; Economically Disadvantaged; High School Students; *High Schools; Program Descriptions; Sex Differences; *Student Characteristics; Tech Prep; *Technology Education
IDENTIFIERS- *Austin Independent School District TX

The Career and Technology Education (CATE) program of the Austin Independent School District (AISD), Texas, is a system of integrated school-based and work-based learning that combines academic and occupational learning. The programs offer a sequence of courses in 8 career clusters, designed around current and emerging occupational trends, and within the career clusters are 29 pathways. This evaluation of the CATE program examined student characteristics and academic achievement of participants. Data were collected from many sources and then synthesized to examine all aspects of the program process. The CATE program serves about 60% of the high school population in some manner. Findings suggest that, for the most part, CATE students are similar to all AISD students, although female students are more likely to participate in some types of program offerings, and male students are more likely to participate in Tech Prep. Economically disadvantaged students are less likely to participate in CATE than their numbers in the whole population would suggest. CATE participation appears correlated with higher levels of attendance and Texas Assessment of Academic Skills performance in general. Information is presented about student attendance and achievement according to the CATE program offering in which the student participates. One appendix discuses career clusters and pathways in the AISD, and the other shows program enrollments by campus. (Contains 7 figures and 19 tables.) (SLD)

ED 465 771 TM 034 154

Oswald, Kim Johnson
The AVID Program in AISD: Program Evaluation Report, 2000-2001.
PUB DATE- 02
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Advanced Placement Programs; *College Preparation; *Low Achievement; Low Income Groups; Minority Groups; Program Evaluation; Secondary Education; *Secondary School Students; Student Participation
IDENTIFIERS- *Austin Independent School District TX; *AVID Program

Advancement via Individual Determination (AVID) is a program in the Austin Independent School District (AISD), Texas, that is designed to help underachieving students with academic potential prepare for entrance into colleges and universities. Program participants are primarily from low income and ethnic minority backgrounds. In AVID, these students are placed in a college preparatory academic program and are given a support system to help them achieve. The base for this support system

ED 465 790 TM 034 175

Weber, Deborah A.
Constructing Confidence Intervals for Reliability Coefficients Using Central and Noncentral Distributions.
PUB DATE- 02
NOTE- 33p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New Orleans, LA, April 2-4, 2002).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Reliability; *Research Reports; *Statistical Distributions
IDENTIFIERS- *Confidence Intervals (Statistics)

Greater understanding and use of confidence intervals is central to changes in statistical practice (G. Cumming and S. Finch, 2001). Reliability coefficients and confidence intervals for reliability coefficients can be computed using a variety of methods. Estimating confidence intervals includes both central and noncentral distribution approaches. Some editorial guidelines now require prospective authors to report confidence intervals for score reliability coefficients (X. Fan and B. Thompson, 2001). Such requests follow the American Psychological Association Task Force on Statistical Inference recommendations for statistical methods in psychology journals and the American Psychological Association (2001) statement that confidence intervals are the best reporting strategy and strongly recommended. The paper illustrates methods of constructing confidence intervals. Three appendixes contain software text files for constructing confidence intervals. (Contains 2 tables and 31 references.) (Author/SLD)

ED 465 791 TM 034 176

Salzman, Stephanie A.; Denner, Peter R.; Harris, Larry B.
Teacher Education Outcomes Measures: Special Study Survey.
SPONS. AGENCY- American Association of Colleges for Teacher Education, Washington, DC.
PUB DATE- 02
NOTE- 40p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (New York, NY, February 23-26, 2002).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Data Analysis; *Data Collection; Higher Education; Measurement Techniques; *Outcomes of Education; *Preservice Teacher Education; *Preservice Teachers; *Schools of Education; Surveys
IDENTIFIERS- *American Association of Colleges for Teacher Educ

This paper reports the results of the Special Study Survey completed by 370 member institutions of the American Association of Colleges for Teacher Education in conjunction with the Professional Education Data System (PEDS) survey in fall 2001. The purpose of the survey was to identify and describe the approaches schools, colleges, and departments (SCDEs) take to measure candidate outcomes. The survey also solicited information about the measures used by SCDEs, including: (1) whether the measures are mandated by the state information from a school/university collaborative. Responses identified key elements in success in high performing learning communities and barriers perceived by administrators and teachers to academic achievement. The study also identified unintended consequences of high stakes testing, including negative reactions by students and teachers and lower than expected achievement scores by students. Also identified were common factors among schools that scored well on assessment measures regardless of economic or ethnic factors. The principal questionnaire is attached. (Contains 23 references.) (SLD)

ED 465 811   TM 034 199

Gacitua-Mario, Estanislao, Ed.; Wodon, Quentin, Ed.
Measurement and Meaning: Combining Quantitative and Qualitative Methods for the Analysis of Poverty and Social Exclusion in Latin America. World Bank Technical Paper.
PUB DATE- 01
NOTE- 105p.; This report is a joint product of the LCSEO Group, Environmentally and Socially Sustainable Development Unit (ESSD), and the LCSPP (Poverty) Group, Poverty Reduction and Economic Management Unit (PREM), in the Latin America and the Caribbean Region at The World Bank. Financial support received from the Regional Studies Program in the Office of the Chief Economist (Guillermo Perry) for the Latin America and the Caribbean Region.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Evaluation Methods; Foreign Countries; *Measurement Techniques; *Poverty; *Qualitative Research; Social Action; Social Discrimination
IDENTIFIERS- *Latin America

This report consists of a collection of case studies from Latin America combining qualitative and quantitative research methods for the analysis of poverty within a social exclusion framework. The first chapter provides an overview of the differences between quantitative and qualitative methods, and the gains from using both types of methods in applied work. The other chapters are devoted to three case studies on reproductive health in rural Argentina, the targeting of social programs in Chile, and social exclusion in urban Uruguay. Each case study was prepared within the broader context of country-specific economic and sectoral work at the World Bank. The chapters are: (1) Combining Qualitative and Quantitative Methods for Policy Research on Poverty within a Social Exclusion Framework (Carine Clert, Estanislao Gacitua-Mario, and Quentin Wodon); (2) Reproductive Health in Argentina's Poor Rural Area (Estanislao Gacitua-Mario, Corinne Siaens, and Quentin Wodon); (3) The Targeting of Government Programs in Chile (Carine Clert and Quentin Wodon); and (4) Social Exclusion in Urban Uruguay. Each chapter contains references. (Author/SLD)

ED 465 812   TM 034 201

Bierschenk, Bernhard
Real Time Imaging of the Rotation Mechanism Producing Interview-Based Language Spaces.
PUB DATE- 02
NOTE- 28p.
LANGUAGE- English

inadequacies in the estimation of the number eligible for benefits, including health insurance status reporting error. This paper presents a methodology for calculating the number of Medicaid-eligible children by combining multiple sources of data, using as a case study Allegheny County, Pennsylvania. The analysis includes adjustments for undercount and uncertainty about the population size and income distribution. It finds that for most age categories and income levels, the number of children enrolled exceeds the estimated eligible population. It discusses three possible explanations for this apparent over-enrollment and speculates on the likelihood of severe census undercount of America's poorest children. (Contains 44 references.) (SM)

ED 465 833   UD 035 048

Accompanying Readings & Tools for Enhancing Classroom Approaches for Addressing Barriers to Learning: Classroom-Focused Enabling.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.; Substance Abuse and Mental Health Services Administration (DHHS/PHS), Rockville, MD. Center for Mental Health Services.
PUB DATE- 01
NOTE- 178p.; For the original report, "Enhancing Classroom Approaches for Addressing Barriers to Learning: Classroom-Focused Enabling. Continuing Education," see ED 450 168. Supported by Office of Adolescent Health.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Classroom Techniques; Cooperative Learning; Diversity (Student); Elementary Secondary Education; Experiential Learning; Grouping (Instructional Purposes); Higher Education; Inclusive Schools; Inservice Teacher Education; Learning Disabilities; Learning Strategies; Preservice Teacher Education; Special Needs Students; Student Evaluation; *Student Motivation; Team Teaching
IDENTIFIERS- *Barriers to Participation; *Student Engagement

This publication presents a set of readings and tools that accompany the education modules "Enhancing Classroom Approaches to Addressing Barriers to Learning: Classroom-Focused Enabling." Together, they delineate a preservice/inservice teacher preparation curriculum covering how regular classrooms and schools should be designed to ensure all students have appropriate opportunities to learn effectively. The readings directly expand on topics discussed in the education modules: what good teaching involves; engaging students in learning; real and valued options and decision making; general strategies for facilitating motivated performance and practice; special classroom assistance to engage, guide, and support students who need more; and beyond the classroom--roles teachers must play in enhancing a comprehensive approach for addressing barriers to learning. The toolkit is grouped into four of the six basic areas of the enabling component: classroom focused enabling (e.g., self-study survey, student-led conferences, and pre-referral process); support for transitions (self-study survey, examples of work in this area, and welcoming strategies for new students); home involvement in schooling (self-study survey and examples of work in this area); and community outreach for involvement and support (e.g., self-study surveys, examples of work in this area, and using volunteers effectively). (SM) discusses why parents sent their children to CPE and describes parent support. Chapter 6, "'And Then They Will Become Gifted': CPE Graduates Look to the Future," describes triumphs, setbacks, hopes, and dreams. Chapter 7, "Creating a Learning Community," considers CPE's significance within contemporary school improvement. Appendixes contain New York City Elementary public school students as a comparison group and a report on one CPE student. (Contains 58 references.) (SM)

ED 465 853 UD 035 136

Briza, Jan
Minority Rights in Yugoslavia. An MRG International Report.
SPONS. AGENCY- Mott (C.S.) Foundation, Flint, MI.
PUB DATE- 02
NOTE- 39p.; Also supported by the UK DFID-Know How Fund.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; *Civil Liberties; *Civil Rights; Cultural Differences; Economic Impact; Elementary Secondary Education; *Ethnic Discrimination; Foreign Countries; Mass Media; *Minority Groups
IDENTIFIERS- Kosovo; Montenegro; Oppression; Serbia; *Yugoslavia

This report focuses on minority rights in the Federal Republic of Yugoslavia (FRY), examining the relations and interactions between different ethnic communities in a highly diversified society in which the oppression of minorities by the majority, or by the government, is commonplace. After a historic background, the report draws attention to the atrocities committed against ethnic Albanians in Kosovo. It goes on to highlight Serbia and the position facing minorities in the republic, and it notes the position of minorities within Montenegro and the relationship with Serbia inside the FRY. The key regions of Sandzak and Vojvodina are also analyzed. Six recommendations to the FRY government focus on international human rights standards, recognizing national minorities, participation and effective equality, issues in the aftermath of war, strengthening the independent media, and establishing an Ombudsman on human rights. Two recommendations to the international community focus on strengthening civil society and early warnings of conflict and tension in the area. (Contains 23 references.) (SM)

ED 465 854 UD 035 137

Jamieson, Amie; Curry, Andrea; Martinez, Gladys
School Enrollment in the United States: Social and Economic Characteristics of Students, October 1999. Population Characteristics. Current Population Reports.
PUB DATE- 01
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Asian American Students; Black Students; Diversity (Student); Dropout Rate; Elementary Secondary Education; *Enrollment Trends; Hispanic American Students; *Socioeconomic Status; *Student Characteristics; Tables (Data); White Students

This report highlights school enrollment trends and student social and economic characteristics using findings from data collected in the U.S. Census Bureau's Current Population Survey, October 1999. Overall, one-fourth of the U.S.

their classroom; (2) teachers got more out of the group work component of the project rather than the STS component; and (3) time was a crucial factor in implementing STS for the students. (Contains 15 references.) (MVL)

ED 465 507   SE 065 937

Liang, Ling L.; Zhong, Kouzhuang
Science Teacher Education in China: A Brief Examination of Science Teacher Supply, Demand, and Policies.
PUB DATE- 02
NOTE- 8p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (New Orleans, LA, April 6-10, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Policy; Elementary Education; Foreign Countries; *Science Curriculum; *Science Instruction; *Teacher Education
IDENTIFIERS- China

In response to the rapid development of science and technology and increasingly intensified world-wide economic competition, the Chinese central government is determined to improve basic education and has called for a full scale nation-wide education reform focusing on "quality education"--a paradigm shift from the traditional emphasis of student academic achievement and basic intellectual skills to the new focus of all-round development of children and improvement of the overall quality of citizenry for the 21st century. Whereas the vision of the reform described by the government requires changes throughout the entire education system, the success of all reform efforts will eventually depend on availability (or supply), quality, and determination of teachers. This paper examines the current state of teacher education systems in China and discusses interactions between science teacher supply and demand, teacher quality, and policies. (Contains 13 references.) (Author/MM)

ED 465 508   SE 065 938

Huang, Jin-Ju
Did They Learn and Interact Equally? A Study of Learning Opportunities in a Small Group from the Perspectives of Behavioral and Cognitive Engagement.
PUB DATE- 02
NOTE- 13p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (New Orleans, LA, April 6-10, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Equal Education; Foreign Countries; Junior High Schools; *Peer Relationship; *Science Instruction; *Science Laboratories
IDENTIFIERS- Taiwan

Based on concern for the equality of learning opportunities in laboratory work, this study aims to explore the meanings of learning opportunities from a theoretical literature review, and to investigate the distributions of learning opportunities from practical laboratory instruction. Considering both the nature of science activities and the psychological almost overwhelming lack of confidence as an adult returning to study, to her ultimate success as a learner in her own right as well as a proud role-model for her children and their friends. At no point were Marleanne (or the women or their families in the course in this study) considered as "problems." Rather, the intention was simply to provide "a second chance" to women from a diverse range of circumstances. Engestrom's approach will enable the interrogation of a broad range of possible factors which have contributed to the situation of Marleanne and people like her. (Contains 16 references.) (Author/MM)

ED 465 529   SE 066 138

Lannin, John
Developing Middle School Students' Understanding of Recursive and Explicit Reasoning.
PUB DATE- 02
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Cognitive Processes; *Mathematics Education; Middle School Students; Middle Schools; Proof (Mathematics); Sociocultural Patterns; *Thinking Skills
IDENTIFIERS- Recursive Thought

This study investigated students' generalizations of numeric situations through the use of a whole-class teaching experiment in which students were provided problem situations in order to: (1) trace students' understanding of recursive and explicit reasoning; and (2) describe the sociomathematical norms and classroom practices that were established regarding what constituted a valid justification of a generalization, what was considered an efficient generalization, and what was an acceptable use of notation to represent a generalization. The results demonstrate that students readily accept justifications that link to a general relationship within the context of the problem situation. However, some students also appear to accept faulty "proof by example" justifications for generalizations. Students were able to identify the strengths and limitations of recursive and explicit reasoning, though the connections between these types of reasoning often remained tacit in student explanations. (Contains 27 references.) (MM)

ED 465 530   SE 066 139

Baker, Ryan Shaun; Corbett, Albert T.; Koedinger, Kenneth R.
The Resilience of Overgeneralization of Knowledge about Data Representations.
PUB DATE- 02
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Data Analysis; *Data Interpretation; *Mathematics Education; Middle School Students; Middle Schools; Transfer of Training

Data analysis has become a topic of increasing emphasis within basic problem solving. This paper discusses what students need to know in the different science and mathematics fields and describes the teacher's role in this process. (MVL)

ED 465 553   SE 066 212

Fitzgerald, Theresa
The Absolutely Essential Math Dictionary: Every Kid's Guide to Mathematical Terms, Strategies and Tables.
PUB DATE- 02
NOTE- 81p.; Edited by Dianne Draze, Lisa Wood, and Sonsie Conroy.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- Dictionaries; Elementary Education; Junior High Schools; *Mathematical Vocabulary; Mathematics Instruction; Mathematics Materials

This math dictionary provides information that helps math students in two important areas: (1) knowing what the problem is asking; and (2) knowing how to perform the operations. This book is organized to reflect the different areas of mathematics taught in elementary and junior high schools. Topics include: (1) numbers and operations; (2) measurement; (3) algebra; (4) geometry; (5) fractions, decimals, ratio, and percent; (6) statistics and probability; (7) problem solving; (8) examples of operations; (9) formulas; and (10) tables and charts. Recommended for grades 4-9. (MVL)

ED 465 554   SE 066 213

Hamilton, Octavia
Super 7: Daily Exercises in Problem Solving.
PUB DATE- 02
NOTE- 160p.; Edited by Dianne Draze; illustrated by Stephanie O'Shaughnessy.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Education; *Mathematics Activities; *Mathematics Instruction; Numeracy; *Problem Solving; Program Descriptions

This book is a year-long program of daily exercises in problem solving for 2nd and 3rd grade students that presents 144 lessons, each with seven problems. The problems cover number sense, computation, measurements, geometry, problem solving, and patterns. The material is presented in a sequential fashion with concepts repeated and expanded, and the same concepts presented in the same order on each page. (MM)

ED 465 555   SE 066 217

Carpenter, Thomas P.; Fennema, Elizabeth; Franke, Megan Loef; Levi, Linda; Empson, Susan B.
Children's Mathematics: Cognitively Guided Instruction.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 99
NOTE- 112p.; Videotapes, which do not accompany the book and CD-ROMs, are available from: Wisconsin Center for Education Research, Center Document Service, Room 242, 1025 W. Johnson St., Madison, WI 53706. Tel: 608-265-9698.
LANGUAGE- English

Atoms and Molecules. Physical Science in Action TM . Schlessinger Science Library. Videotape .
PUB DATE- 00
NOTE- Op.; For other videotapes in series, see SE 066 251-261. Teacher's Guide is available from http://www.libraryvideo.com. Eleven-volume set can be purchased for $329.45.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- *Chemistry; *Demonstrations (Science); Hands on Science; Intermediate Grades; Junior High Schools; *Physical Sciences; Science Activities; Science Instruction; Videotape Recordings
IDENTIFIERS- *Atoms; *Molecules

There are more than 20 million known substances in the universe, and they are all made of the same basic ingredients--atoms and molecules. In this fun and engaging program, kids will learn about the three main subatomic particles--protons, neutrons and electrons--as well as the forces that keep atoms and molecules together. They'll discover how atoms bond to one another to form compounds. Ionic bonds are formed when electrons are transferred from one atom to another, while covalent bonds occur when atoms share electrons. Colorful graphics and fun visuals bring these concepts to life and make them easier for kids to understand. Includes a fun, hands-on activity that allows kids to simulate the movement of atoms and molecules in different phases of matter. This program is based on the concepts outlined in the National Science Education Standards for Physical Science: Properties and Changes of Properties of Matter, Motions and Forces and Transfer of Energy. Includes a teacher's guide. (Author)

ED 465 579   SE 066 272

Characteristics of Waves. Physical Science in Action TM . Schlessinger Science Library. Videotape .
PUB DATE- 00
NOTE- Op.; For other videotapes in series, see SE 066 251-261. Teacher's Guide is available from http://www.libraryvideo.com. Eleven-volume set can be purchased for $329.45.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- Acoustics; *Demonstrations (Science); Electricity; Hands on Science; Intermediate Grades; Junior High Schools; Light; *Physical Sciences; Science Activities; Science Instruction; Videotape Recordings
IDENTIFIERS- *Waves (Water)

Waves are disturbances that transfer energy from place to place. All waves have amplitude, wavelength and frequency regardless of whether they are mechanical waves, electromagnetic waves or waves in the ocean! Students will learn more about the role waves play in everyday life and why understanding them is so important. With fun demonstrations and a hands-on activity, these concepts are more easily understood. One of the 16 volumes in the Physical Science in Action series in the Schlessinger Science Library. Part of the Schlessinger Science Library in Action Collection. This title correlates to the National Science Education Standards for Physical Science--

NOTE- 1628p.; For individual conference papers, see SE 066 325-366.
LANGUAGE- English
EDRS Price- MF13/PC66 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Attitudes; Block Scheduling; Conference Papers; Elementary Secondary Education; Environmental Education; Evaluation; *Faculty Development; Inquiry; Mathematics Education; Preservice Teachers; Science Activities; *Science Instruction; Scientific Principles; Self Efficacy; *Teacher Education; Technology

This document contains the proceedings of the 2002 Annual International Conference of the Association for the Education of Teachers in Science which was held in Charlotte, North Carolina, January 10-13, 2002. Papers include: (1) "Teaching Science Methods Courses with Web-Enhanced Activities" (Alec M. Bodzin); (2) "How Is Your Lawnmower Working? Understanding Scientific Inquiry through Metaphors" (William S. Harwood, Rebecca R. Reiff, and Teddie Phillipson); (3) "Teacher Explanations for Discourse Variations in Elementary Science Methods" (William J. Newman Jr., Paula D. Hubbard, and Sandra K. Abell); (4) "Strategies Enabling Teachers to Critically Analyze Learning and Teaching" (Donna R. Sterling); (5) "A Quantitative Comparison of Instruction Format of Undergraduate Introductory Level Content Biology Courses: Traditional Lecture Approach vs. Inquiry Based for Education Majors" (Jennifer L. Willden, David T. Crowther, Alan A. Gubanich, and John R. Cannon); (6) "Examining the Influence of a Graduate Teaching Fellows Program on Teachers in Grades 7-12" (Stephen L. Thompson, Vicki Metzgar, Angelo Collins, Melvin D. Joeston, and Virginia Shepherd); (7) "Preservice Secondary Science Teacher Apprenticeship Experience with Scientists" (Sherri L. Brown, Kim Bolton, Nancy Chadwell, and Claudia T. Melear); (8) "Views of Science Teachers One-Three Years After a Pre-Service Inquiry-Based Research Course" (Leslie Suters, Claudia T. Melear, and Leslie G. Hickok); (9) "Evaluation of a Model for Supporting the Development of Elementary School Teachers' Science Content Knowledge" (Alicia C. Alonzo); (10) "Impacts of Contextual and Explicit Instruction on Preservice Elementary Teachers' Understandings of the Nature of Science" (Juanita Jo Matkins, Randy Bell, Karen Irving, Rebecca McNall); (11) "An Extended Examination of Preservice Elementary Teachers' Science Teaching Self- Efficacy" (Patricia D. Morrell and James B. Carroll); (12) "Science, Creationism and Religion: Responses from the Clergy" (Alan Colburn, Laura Henriques, and Michael Clough); (13) "A Card Sorting Task To Elicit Science Teaching Orientations" (Patricia J. Friedrichsen and Thomas M. Dana); (14) "Managing Student/Teacher Co-Construction of Visualizable Models in Large Group Discussion" (John Clement); (15) "Voices in a Reservation School: A Sonata-Form Narrative from a Professor and a Dakota Pre-Service Teacher about Their Professional and Practical Knowledge Teaching Science in Culturally Responsive Ways" (Jo Anne Ollerenshaw and Delberta Lyons); (16) "Discrepant Questioning as a Tool To Build Complex Mental Models of Respiration" (Mary Anne Rea-Ramirez and Maria C. Nunez-Oviedo); (17) "The Influence of a Philosophy of Science Course on Preservice Secondary Science Teachers' View of Nature of Science" (Fouad Abd-El-Khalick); (18) "Developing an Authentic Language for a Web-Searchable, Hypermedia Teacher-Education Database" (E. Barbara Klemm); (19) "Professional Development Models: A Comparison of Duration and Effect" (David T. Crowther and John R. Cannon); and (20) "Chemistry Students' Challenges in Using MBLs in Science Laboratories" (Hakan Yavuz Atar). (MVL)

teach Umonhon children using a standards-based curriculum incorporating Umonhon language and Umonhon culture aligned with the state's local renewal accountability plan. Narrative inquiry methodology was used to produce the final "Sonata-Form" illustrating the worldviews of a Dakota pre-service teacher and a university professor living on the Reservation and learning to teach elementary science in culturally responsive ways. The results indicate "the belief that a firm grounding in the Umonhon heritage language and culture indigenous to a particularly place Umonhon Reservation is a fundamental prerequisite for the development of culturally-healthy students and communities associated with that place, and thus is an essential ingredient for identifying the appropriate qualities and practices associated with culturally-responsive educators, curriculum, and schools" (Alaska Standards for Culturally Responsive Schools, 1998, p2). This paper focuses on experiences between one Santee pre-service teacher and a university professor. The purpose of this research study was to collect and analyze the stories about learning to teach elementary school science. The stories describe experiences and intentions while learning to teach culturally responsive elementary science in the Reservation school. (Contains 48 references.) (Author/MVL)

ED 465 625   SE 066 347

Rea-Ramirez, Mary Anne; Nunez-Oviedo, Maria C.
Discrepant Questioning as a Tool To Build Complex Mental Models of Respiration.
PUB DATE- 02
NOTE- 26p.; In: Proceedings of the Annual International Conference of the Association for the Education of Teachers in Science (Charlotte, NC, January 10-13, 2002); see SE 066 324.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Grade 8; Junior High Schools; Misconceptions; *Questioning Techniques; Science Instruction; *Scientific Concepts; Teaching Methods; Teaching Styles

Discrepant questioning is a teaching technique that can help students "unlearn" misconceptions and process science ideas for deep understanding. Discrepant questioning is a technique in which teachers question students in a way that requires them to examine their ideas or models, without giving information prematurely to the student or passing judgement on the student's model. This strategy prompts students to see the contradictions in their own model. This study focuses on the analysis of small group tutoring sessions on human respiration. Four 2-hour classes were held with a group of 4 eighth-grade students. The group included two boys and two girls and was ethnically diverse. The students were instructed with a Standardized Teaching Sequence based on model construction and criticism theory developed in 1998. The instruction was organized around five individual target models related to the microscopic structure of the cell; internal structure of the cell; and the digestive, circulatory, and respiratory systems. Evidence suggests that students had a marked increase in comprehension of human respiration. Quantitative analysis showed that the small group had an overall significant mean difference of over three standard deviations on the pre- to post-test. (MVL)

ED 465 626   SE 066 348

Fennell, Francis; Bamberger, Honi; Rowan, Thomas; Sammons, Kay; Suarez, Anna
Connect to NCTM Standards 2000: Making the Standards Work at Grade 4.
PUB DATE- 00
NOTE- 146p.; For grades K-8, see SE 066 448-456.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academic Standards; Algebra; Data Analysis; Geometry; *Grade 4; Graphs; Intermediate Grades; Mathematics Curriculum; *Mathematics Instruction; Probability
IDENTIFIERS- *NCTM Principles and Standards for School Math

This book provides a resource for mathematics teachers to understanding the National Council of Teachers of Mathematics' (NCTM) standards and implementing these standards in their teaching. Five standards are overviewed: (1) number and operation; (2) algebra; (3) geometry; (4) measurement; and (5) data analysis and probability. Lesson plans are presented by content and demonstrate aspects of each standard. The last section of the book includes suggestions on how to develop a lesson. (YDS)

ED 465 650 SE 066 453

Fennell, Francis; Bamberger, Honi; Rowan, Thomas; Sammons, Kay; Suarez, Anna
Connect to NCTM Standards 2000: Making the Standards Work at Grade 5.
PUB DATE- 00
NOTE- 146p.; For grades K-8, see SE 066 448-456.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academic Standards; Algebra; Data Analysis; Geometry; *Grade 5; Graphs; Intermediate Grades; Mathematics Curriculum; *Mathematics Instruction; Probability
IDENTIFIERS- *NCTM Principles and Standards for School Math

This book provides a resource for mathematics teachers to understanding the National Council of Teachers of Mathematics' (NCTM) standards and implementing these standards in their teaching. Five standards are overviewed: (1) number and operation; (2) algebra; (3) geometry; (4) measurement; and (5) data analysis and probability. Lesson plans are presented by content and demonstrate aspects of each standard. The last section of the book includes suggestions on how to develop a lesson. (YDS)

ED 465 651 SE 066 454

Fennell, Francis; Bamberger, Honi; Rowan, Thomas; Sammons, Kay; Suarez, Anna
Connect to NCTM Standards 2000: Making the Standards Work at Grade 6.
PUB DATE- 00
NOTE- 146p.; For grades K-8, see SE 066 448-456.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher)

Barone, Thomas N.
Civic Education and Citizenship in Malaysian Education.
PUB DATE- 02
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Citizenship Education; *Civics; Comparative Education; Democracy; *Developing Nations; *Educational Practices; Elementary Secondary Education; Foreign Countries; *Political Socialization; Qualitative Research; Research Proposals
IDENTIFIERS- *Malaysia; National Policy; *Theoretical Analysis

This paper seeks to provide an overview of theoretical concepts of civic education and citizenship. The paper discusses recent comparative education research on political socialization and its implications for future research, such as in not fully democratic countries like Malaysia. Based on a literature review and prior research in the region, the role of education as a vehicle for teaching civic education and citizenship is examined. A qualitative research study in Malaysia is proposed to examine the relationship between official policy and actual school practice in the areas of civic education and citizenship. By comparing the views of teachers and students with those of policymakers (and the expectations presented in policy documents), the study compares official policy with what was really taught and learned in the selected educational settings. (Contains 44 references.) (BT)

ED 465 673 SO 033 866

Garcia, Patricia
Paraguayan Education Study: A Pilot Study.
PUB DATE- 02
NOTE- 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Bilingualism; Case Studies; *Diglossia; Educational Environment; Foreign Countries; *Guarani; Interviews; Kindergarten; Kindergarten Children; Language Research; Pilot Projects; Primary Education; Qualitative Research; Questionnaires; *Spanish
IDENTIFIERS- *Paraguay

A qualitative pilot study, guided by an ecological framework, illustrates the complexities involved in studying the unique linguistic situation in Paraguay between Spanish and the indigenous language of Guarani, and its relationship with education. The pilot study interviewing eight kindergarten children. Seventy five children have been interviewed since the pilot study was completed. Teacher questionnaires were completed by 25 teachers, 4 of which are discussed in detail. This report focuses on eight Paraguayan elementary school kindergarteners (n=4 each males and females) and their teachers from each school participating in the study. Interviews and questionnaire results are presented through vignettes which was hypothesized that through the implementation and analysis of this rubric, a view of the possibilities and limitations of technology applications in social studies methods classes would emerge. Classes used for the experiment were the required exit level social studies methods course for secondary preservice teachers in a large public university. Classes were delivered in a mixed field based environment. The study's design employed the collection of both qualitative and quantitative data to gauge the effects of technological interventions. Six results were indicated: (1) student knowledge about technology use and application in social studies content areas increased during the methods class; (2) students noted that technology use in the secondary school field sites was further ahead than at the university level; (3) the most common use of technology at either the university or at the school field sites was via the Internet for either class use or personal use; (4) teaching instructional technology applications in social studies needs to be broadened beyond base line use to an application and design mode; (5) instructional use of technology has been increased through student demand rather than from institutional pressures despite the imposition of standards requiring the integration of technology in instruction; and (6) the introduction of technology applications as part of a preservice methods class needs to be done through a seamless integration of both skill and content. (BT)

ED 465 692   SO 033 893

Williams, Robert Bryan
Memory's Role in Catechesis.
PUB DATE- 00
NOTE- 73p.; M.A. Dissertation, Open University (United Kingdom).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Biblical Literature; *Memory; Oral Tradition; Religious Education; *Religious Factors
IDENTIFIERS- *Catechesis; *Catholic Church; Historical Background; New Testament

The aim of this dissertation is to explicate memory's role in catechesis. Catechesis is a term that early Christians chose to describe their "...work of teaching the gospel and...to mean 'instruction given by word of mouth.'" A brief historical overview confirms the continuity between catechesis and memory from apostolic to present times. Selected tasks of catechesis, liturgy and worship, modeling, personal relationship, verbal instruction or explanation, listening attentively, recitation, practice and study, and selected aspects of memory for which they are stimuli are identified. The functions of the working, procedural, semantic, episodic, automatic, and emotional aspects of memory are defined within a cognitive neuroscientific perspective. Knowledge about the selected aspects of memory, useful to catechesis in planning and carrying out the tasks of catechesis, is discussed. It proposes that one of the goals of catechesis should be to achieve a catechization of the long-term working memory of each student to at least a pedestrian level of expertise indicated by: (1) religious literacy; (2) knowledge, understanding, skills-appropriate to age and capacity to think spiritually, ethically, and theologically; and (3) awareness of the demands of a religious commitment in everyday life seen behaviorally in such practices as regular attendance at Mass, religious studies, and church support via donations or personal service. It concludes with a discussion of the role and relevance of table of contents, title page, and introductory section. Clip art and other graphics are optional. Written reflections are essential. Teaching reflections consist of description, analysis, and planning. Teachers must consider four areas before writing a reflection: audience, clear writing, voice, and bias. Many states are adopting new methods for granting beginning teachers' licenses. One popular method is the creation of a product portfolio with specific activities correlating with the Interstate New Teacher Assessment and Support Consortium (INTASC) standards. The booklet describes the INTASC standards and discusses how to use an INTASC portfolio. Finally, it describes the use of teaching portfolios for evaluating inservice teachers, suggesting how teachers can organize them, and discusses showcase teaching portfolios constructed by teachers competing for awards. (Contains of 18 resources.) (SM)

ED 465 712 SP 040 732

Jensen, Jacquelyn W.; Rowley, Maxine; Skidmore, Jason; Hymon-Parker, Shirley; Christensen, Mary; Denison, Teresa
Family and Consumer Sciences Teachers: The Best Resource for Recruiting New Teachers.
PUB DATE- 01
NOTE- 21p.; Paper presented at the Annual Meeting of the American Association of Family and Consumer Sciences (92nd, Providence, RI, June 30-July 3, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Choice; College Bound Students; High School Seniors; High Schools; *Majors (Students); Secondary School Teachers; *Student Recruitment; *Teacher Recruitment
IDENTIFIERS- *Family and Consumer Sciences

This paper describes a teacher recruitment project that involved a 90-minute reception on a high school campus designed to help students learn more about what it is like to be a family and consumer sciences (FCS) educator. Planning the reception involved obtaining funding, inviting students, creating a multimedia presentation, selecting teachers to speak, and preparing the physical facility. The multimedia presentation included photographs of students actively engaged in FCS classrooms, which were organized to show a six-period teacher's day. The title was "Family and Consumer Sciences Education: Teaching Students to Build Better Homes and Stronger Families One Class at a Time." This was followed by the caption, "Family and Consumer Sciences Teacher. This Could be You!" Four FCS teachers spoke at the reception, addressing why it was satisfying to teach FCS and why the subject matter is needed in today's world. To determine the career plans of seniors who attended the reception, researchers collected data from teachers on about 150 students at the end of the school year. About two-fifths intended to major in related disciplines, FCS specialty areas, and related occupations; one-fifth planned to major in other areas; and one-eighth planned to major in FCS education. (SM)

ED 465 713 SP 040 734

Crowther, Frank; Kaagan, Stephen S.; Ferguson, Margaret; Hann, Leonne
Developing Teacher Leaders: How Teacher Leadership Enhances

of using restrictive and positive intervention strategies. A series of analysis of variance procedures indicated that high efficacy teachers were less likely to judge their difficult students as having chronic behavior problems; more likely to expect student behavior improvement; less likely to feel angry, embarrassed, or guilty about student misbehavior; more likely to like problem students; and more likely to feel confident about being able to manage misbehavior. Path analysis supported the development of a model in which low teacher efficacy, mediated by anger and stress, predicts usage of severe punishments. The study showed support for the construct of teacher efficacy as an important marker of general teacher effectiveness in the domain of classroom management. The questionnaire is appended. (Contains 99 references.) (SM)

ED 465 732 SP 040 883

Vederman, Ron
Special Olympics Get Into It.
PUB DATE- 02
NOTE- 41p.; Paper presented at the Annual Meeting of the American Association for Health, Physical Education, Recreation and Dance (San Diego, CA, April 9-13, 2002).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Athletics; *Consciousness Raising; Elementary Secondary Education; *Mental Retardation; Physical Education; Physical Fitness; Service Learning; *Special Olympics; Stereotypes; *Student Participation

This outline of a presentation describes a resource curriculum kit for involving youth in Special Olympics. The kit being described contains a fully scripted, four-lesson curriculum unit for grade levels K-2, 3-5, 6-8, and 9-12. The themes of the four lessons are awareness (e.g., avoiding stereotypes and increasing knowledge); understanding (e.g., what it is like to have a cognitive disability); inspiration (e.g., why Special Olympics athletes succeed at what they do); and action (e.g., making connections in the school and community with Special Olympics). The kit offers tools for involving children and youth with and without mental retardation in Special Olympics. The curriculum helps schools and teachers meet a variety of requirements and needs such as academic achievement standards, understanding and acceptance of individual differences, and youth development and character education. It involves service learning projects in the school and community, and it promotes and supports physical activity, physical fitness, and sports participation. At the elementary and middle school levels, lessons fit into the activities of social studies, language arts, history, and other core curriculum programs. At the high school level, lessons fit into activities of the physical education program. (SM)

ED 465 733 SP 040 885

Sander, Allan N.; Ratliffe, Thomas; Kane, Jennifer
Authentic Teaching of Fitness Concepts to Children.
PUB DATE- 02
NOTE- 16p.; Paper presented at the Annual Meeting of the American Association for Health, Physical Education, Recreation and

concept of teacher leadership, especially from the point of view of the beginning teacher. It focused on teacher leadership as perceived by nine preservice and 3 relatively new inservice elementary teachers from a 5-year integrated Bachelor's/Master's teacher preparation program. Researchers collected data at the university and within the elementary schools via semi-structured interviews with student teachers, supervising teachers, administrators, teacher colleagues, deans, and college professors. They also conducted 20 observation sessions within the elementary and university classrooms and in professional meetings with colleagues. Overall, respondents believed that teacher leaders were fine classroom practitioners who were committed to the lives of their students; were engaged in curriculum development and change via their involvement in school and district level committees; and when necessary, took a stand, went against the grain, or challenged convention to ensure that the very best of themselves and their colleagues were being implemented for the good of schools and students. They felt that for teacher leadership to thrive, teachers had to work collaboratively with their principals and share decision making. (Contains 30 references.) (SM)

ED 465 752   SP 040 904

Riggs, Iris M.; Sandlin, Ruth A.
Professional Development of Mentors within a Beginning Teacher Induction Program: How Does the Garden (Mentors) Grow?
PUB DATE- 02
NOTE- 17p.; Paper presented at the Annual Meeting of the Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Teacher Induction; Beginning Teachers; Elementary Secondary Education; Faculty Development; *Mentors; *Self Efficacy; Teacher Attitudes; Teacher Competencies

This study examined the impact of a beginning teacher induction program on involved mentors' teaching competence. Additionally, it investigated the relationship of mentor's self-efficacy to program impact. Approximately 1,600 beginning teachers and 700 mentors from 56 school districts participated in a state-funded induction program in which experienced teacher mentors received training to assess and support new teachers during their first year of teaching. Mentors' self-efficacy toward mentoring and perceptions of change within their own practice were measured. Results indicated that all mentors reported positive change with regard to self-perceptions of change within their own practice. Mentors perceived that the most change occurred in the areas of classroom management and discipline and professionalism. They also perceived that they had made gains in their ability to organize routines, establish discipline, organize the physical environment, promote social development and group responsibility, and establish a climate of fairness and respect. There was a significant but small positive correlation between mentor self-efficacy and self-reported impact on teaching practice. (Contains 13 references.) (SM)

ED 465 753   SP 040 905

Campoy, Renee W.; Radcliffe, Richard
Reflective Decision-Making and Cognitive Development: A

is the daily AVID class, in which students participate from grade 7 through grade 12. As the demonstration grant that started AVID comes to an end, and AVID becomes integrated into AISD, it is important to evaluate program operation and participants' success. Information from a variety of sources was used to study the AVID program. Overall, nearly 400 students were enrolled in AVID courses, more than double the number served in 1999-2000. Nearly two-thirds were high school students, and 56% were female. Eight AISD schools were certified as meeting the requirements of AVID. Findings suggest that if the district decides to build additional capacity, this should be accomplished through collaboration with other AVID schools in Texas, and it should be accompanied by increased efficacy of the vertical teams within the district and the modeling of AVID processes for non-AVID schools. Some challenges to sustainability are identified. Overall, AVID students appear to be meeting the goals of increased participation in advanced classes and school involvement, and AVID students passed the Texas Assessment of Academic Skills exit examination at high rates. An appendix contains the certification summaries for AVID schools. (SLD)

ED 465 772   TM 034 155

Harrison, Linda Robins
Longitudinal Study of 1996 to 1998 High School Graduates One Year after Graduation.
PUB DATE- 02
NOTE- 176p.; Doctoral Dissertation, Colorado State University.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *Employment Patterns; Enrollment; *High School Graduates; High Schools; *Higher Education; Longitudinal Studies; Research Methodology
IDENTIFIERS- *Colorado

Student data on 7,964 high school graduates from Colorado's largest school district were matched with data from both the Colorado Department of Labor and Employment and the Colorado Commission on Higher Education. Data collected for the 1996, 1997, and 1998 graduates examined two of the paths selected by students immediately after graduation: enrollment in postsecondary education and workforce employment. Relationships were identified in terms of gender, ethnic background, and graduation year. Data show that 1 year after graduation, approximately 45% of the study participants were enrolled in Colorado postsecondary institutions and 46% were employed in Colorado industries. More than 90% of students enrolled in postsecondary education were also employed. Exit surveys indicated that 72% of the 1996-1998 graduates planned to enroll in postsecondary education programs, and 14% indicated they planned to find full-time employment. Statistically significant differences were found between male and female and majority and minority populations in several categories. Male graduates earned significantly more than females, and minority students earned significantly more than majority students. The study demonstrates the ability of researchers to match school district data with employment and enrollment data and demonstrates that matched data can be used to identify the paths high school students select after graduation. Six appendixes contain supplemental information and some excerpts from codes, titles, and classifications used in the study. (Contains 44 tables and 69 references.) (SLD) or unit; (2) whether the measures are tied to certification and licensure; (3) the source of the measures (e.g., commercially produced or developed by SCDE); (4) the knowledge bases for the outcome measures; (5) the frequency with which data from the outcomes measures are reported; (6) to whom the data are reported; and (7) how the data from the outcomes measures are used to inform programs. The Special Study yielded promising information regarding the extent to which schools, colleges, and departments of education are responding to more rigorous standards and to national and state mandates for accountability. Through multiple types of outcomes measures, the majority of teacher education institutions responding to the survey are collecting data relative to candidate knowledge, skills, and dispositions. Appendixes contain the survey instrument and a list of institutions responding. (Contains 4 tables and 10 references.) (Author/SLD)

ED 465 792 TM 034 177

Lee, Curtis; Frank, Jason R.; Cole, Gary; Mikhael, Nadia Z.; Miles, Carol A.
Web-Based Surveys for Data Gathering from Medical Educators: An Exploration of the Efficacy and Impact of Follow-Up Reminders.
PUB DATE- 02
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; *Data Collection; Electronic Mail; Foreign Countries; Higher Education; *Medical Education; Research Methodology; *Response Rates (Questionnaires); *Surveys; *World Wide Web
IDENTIFIERS- Canada

The advent of the World Wide Web as a platform for the dissemination of survey instruments to diverse populations and the electronic recording of response data has changed the timeliness and cost effectiveness of survey administration. The implications of the new ability to track response behavior patterns will have a major impact on the field of survey research. This study explored these patterns with regard to the communication of follow-up reminders and the sensitivity to survey content. The study examined the response rate and the response pattern of an electronic survey distributed to program directors of postgraduate medical education programs in Canada with regard to the adoption of the CanMEDs roles as developed by the Royal College of Physicians and Surgeons of Canada. Within a 3-week period, the survey response rate was 63% (356 people), similar to those expected of pencil-and-paper surveys for this professional group (J. Boser and K. Green, 1997). It was determined that there was not a significant difference in the nature or rate of responses before and after a follow-up reminder. Furthermore, the rate and nature of responses were not dependent on the familiarity or support of the survey content. An appendix contains the follow-up letter. (SLD)

ED 465 793 TM 034 178

Haddahian, Ebrahim
A Comparative Study of Second Grade Students' Reading, Language, and Spelling Gain Scores for the Los Angeles Unified School District Reading Programs. Planning, Assessment and Research

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Foreign Countries; *Interviews; *Language Patterns; *Text Structure
IDENTIFIERS- *Agent Action Objective Model; *Imaging; Mental Rotation; Sweden

This article advances the bio-kinetic hypothesis that the complexity and nonlinear dynamics of language can be approached on the basis of the Agent-action-Objective (AaO) paradigm. It is shown that the derived AaO units rotate and that AaO-governed rotations include functions that can be imagined in real time, provided that a dot marking the state of a rotating string, can be attached to the string. In using filled and unfilled dots, it is demonstrated that the stepping function of the discovered rotation mechanism is working within single AaO units. Through imaging the orientation of the dots on a sliding plane, it has been possible to demonstrate sliding over the A- and the O-domain and to measure quantitatively the involved state changes. The experimental results are based on two samples. The first consists of an interview expression, that originally was produced in Swedish. The other sample relates to the translation of the original text into English. On the basis of this material, it is demonstrated that a system of AaO units has the capacity to keep track of rotations and to assemble textual elements that temporarilly fit into the structure, developed for a particular task. (Contains 1 table, 12 figures, and 22 references.) (Author/SLD)

ED 465 813 TM 034 202

Delaware Student Testing Program Item Sampler: Released Mathematics Items, Grades 3, 5, 8, and 10.
PUB DATE- 02
NOTE- 89p.; Document Number 95-01/02/02/01.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Standards; Elementary Secondary Education; Information Dissemination; *Mathematics Tests; State Programs; State Standards; Study Guides; Test Construction; *Test Items; Test Wiseness; Testing Programs
IDENTIFIERS- Delaware; *Delaware Student Testing Program

The Delaware Student Testing Program (DSTP) is designed to assess progress toward the Delaware Content Standards. Every year a certain number of items are removed from the test and then selected for public release. This booklet contains items released from the 1998 administration of the DSTP mathematics component tests. Taken as a whole, these items represent a broad cross section of item types and topics measured. They also show the evolution in the construction of items and their rubrics. There may not be sample items for each grade for the four categories of mathematics concepts, but at each grade, no more than half a dozen items can be released. Each released item is accompanied by an answer key, whether an answer option or an item-specific rubric. For the mathematics items, concepts and procedures are measured in: (1) number concepts; (2) patterns and algebra; (3) geometry; and (4) statistics and probability. (SLD)

ED 465 814 TM 034 203

ED 465 834   UD 035 049

Annual District Reports: New York City Public High Schools, 2000-2001.
PUB DATE- 02
NOTE- 90p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; High Schools; *Institutional Characteristics; Public Schools; Secondary Education; Special Education; Standardized Tests; State Standards; Student Characteristics; Tables (Data); *Urban Schools
IDENTIFIERS- New York City Board of Education

These eight annual district reports present statistical data on New York City public high schools. They include: the Brooklyn Superintendency; the Brooklyn and Staten Island High School (BASIS) Superintendency; the Bronx Superintendency; the Manhattan Superintendency; the Queens Superintendency; the Chancellor's District for High Schools; the Transfer Alternative Superintendency; and the Articulated Alternative Superintendency. Each report includes a statement by the district superintendent and a list of the high schools. Each report presents data on students (e.g., enrollment, attendance, ethnicity, gender, immigrants, and free lunch); school characteristics (staff, teachers, and expenditures); cohort performance; class of 2001; class of 2002; performance on the Regents Examinations for all students; and performance on the Regents Examinations for special education students. (SM)

ED 465 835   UD 035 057

Brichler, Susan E.
Arizona Minority Dropout Solutions.
PUB DATE- 01
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Academic Standards; Disadvantaged Youth; *Dropout Rate; Graduation; *High Risk Students; High Schools; *Minority Group Children; Parent Participation; School Community Relationship; Standardized Tests; Student Evaluation; Teacher Expectations of Students
IDENTIFIERS- *Arizona

Arizona's high school dropout rate is nearly double the national average of 9 percent, with a significant number of its dropouts being students from economically and socially disadvantaged ethnic minority backgrounds. The Arizona Minority Education Policy Analysis Center conducted a series of roundtable discussions with school administrators, policymakers, education researchers, community activists, and state legislators to brainstorm solutions to the problems. Three sets of recommendations emerged from the discussions. In the area of supporting students: parents must be encouraged to learn about assessment tests and develop relationships with schools, and teachers must maintain high expectations for all students and create an environment of challenge and support). In supporting teachers: community members must take an active role in the education community via voting at all levels of government, and population was enrolled in school in 1999. Nursery school enrollment equalled the record level set in 1995. Kindergarten enrollment remained high. The number of elementary and high school students returned to the baby-boom peak. Recent births and immigration increased elementary and high school enrollment. Students came from diverse backgrounds. During the study year, about 520,000 students in 10th, 11th, or 12th grade dropped out, with Blacks and Hispanics having higher dropout rates than whites and lower-income students more likely to drop out than higher-income students. For the 18- to 24-year-olds in 1999, 3.4 million were in the dropout pool (no longer enrolled and without a high school diploma). College enrollment of traditional college-age students continued at a record high, with 15.2 million students enrolled in colleges nationwide in October 1999. (SM)

ED 465 855   UD 035 150

Removing the Barriers: Raising Achievement Levels for Minority Ethnic Pupils. Exploring Good Practice.
PUB DATE- 02
NOTE- 43p.; Accompanying videotape not available from ERIC. Contains small print.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academic Achievement; Cultural Awareness; Diversity (Student); Educational Environment; *Equal Education; Foreign Countries; Mentors; *Minority Group Children; Parent Participation; Racial Bias; School Culture; Secondary Education
IDENTIFIERS- England

This resource kit, which can be used with an accompanying videotape and written materials, shows how three English secondary schools have succeeded in raising the achievement of their ethnic minority students by increasing expectations of what each student is capable of, valuing diversity, working in partnership with parents, and encouraging students to believe in themselves and take responsibility for their own learning. The resource is designed to be used in a range of settings (e.g., whole-school training sessions, small discussion groups, and individual induction programs). The kit focuses on having high expectations for students, creating a positive school culture and ethos, tackling prejudice and promoting inclusion, mentoring students, involving parents in their children's schools, providing academic support, and conducting ethnic monitoring to identify problems and shortcomings in the educational system. It also focuses on the issues of high expectations, school culture and ethos, parental involvement, and how to monitor academic results, truancy levels, and suspensions by ethnicity. (SM)

ED 465 856   UD 035 151

Schools Achieving Success. White Paper.
PUB DATE- 02
NOTE- 76p.; Foreword by Estelle Morris, Secretary of State for Education and Skills.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Academic Standards; Diversity (Student); *Educational Change; Educational

characteristics of students in Taiwan, the study discussed the meaning of learning opportunities from the perspectives of behavioral and cognitive engagement. The subjects of the study were junior high school laboratory students in Taiwan. The study methods included both quantitative and qualitative approaches, which were expected to obtain a thorough understanding of the issue of learning opportunities. During the interactions of students in the junior high school laboratory, students of higher status in class tended to hold better and more opportunities to learn, and were able to take advantage of learning resources in a more active way. On the other hand, students of lower status in class tended to take learning opportunities in a more passive way in processing higher level thinking and even tended to avoid learning resources. (Contains 11 references.) (Author/MVL)

ED 465 509 SE 065 948

Lott, Kimberly
The Evaluation of a Statewide In-Service and Outreach Program--Preliminary Findings.
PUB DATE- 02
NOTE- 29p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (New Orleans, LA, April 6-10, 2002).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Attitudes; *Chemistry; Curriculum Development; *Educational Technology; *Inquiry; Problem Solving; Science Instruction; Science Laboratories; *Science Teachers; Secondary Education; Teacher Effectiveness

Alabama Science in Motion (ASIM) is a statewide in-service and outreach program designed to provide inservice training for teachers in technology and content knowledge. ASIM is also designed to increase student interest in science and future science careers. The goals of ASIM are to complement, enhance, and facilitate implementation of the "Alabama Course of Study-Science" to increase student interest in science and scientific careers and to provide high school science teachers with curriculum development and staff development opportunities that will enhance their subject-content expertise, technology background, and instructional skills. This study was conducted to evaluate the goals and other measurable outcomes of the chemistry component of ASIM. Survey and student record data were collected from 19 chemistry teachers and 182 students that participated in ASIM and 6 chemistry teachers and 42 students that did not participate in ASIM. Pre-treatment Chi-Square tests revealed that the teachers did not differ in years of chemistry teaching experience, major in college, and number of classes other than chemistry taught. Pre-treatment Chi-Square tests revealed that the students did not differ in age, ethnicity, GPA, school classification, or school type. The teacher survey used measured attitudes towards inquiry-based teaching, frequency of technology used by teacher self-reported and perceived teaching ability of chemistry topics from the "Alabama Course of Study-Science." The student surveys used were the Test of Science Related Attitudes (TOSRA) and a modified version of the Test of Integrated Process Skills (TIPS). The students' science scores from the Stanford Achievement Test (SAT-9) were also obtained from student records. Analysis of teacher data using an MANOVA design middle school mathematics in the last few years, especially in the recent recommendations by the National Council of Teachers of Mathematics (NCTM 2000). In order to better inform efforts to expand data analysis's role in middle school curricula, we have begun the development of a cognitive model of student thinking in this domain. Proper representation of data is an essential part of the process of data analysis (Larkin and Simon 1987)--therefore, we have focused on modeling how students learn to generate and interpret some of the important and widely-used representations of data, such as histograms and scatterplots. Beyond just choosing more familiar representations, though, students have been observed to attempt to transfer in knowledge about more familiar representations when attempting to interpret or generate a newer representation (Baker, Corbett, and Koedinger 2001). Specifically, this study found that middle school students attempt to apply their extensive prior knowledge of how to generate and interpret standard bar graphs when attempting to generate and interpret scatterplots and histograms (here defined as having an X axis broken into intervals of a quantitative variable, and a Y axis with the frequency of each interval). This attempt has both positive and negative effects. In this paper, we present a study that we conducted to explore the depth of this transfer and to investigate methods for reducing its occurrence in generation, where it is clearly inappropriate. Given the strength of the student desire to choose axes appropriate to a bar graph when generating scatterplots and histograms, we decided to investigate whether there were ways to induce these students to instead draw the correct axes, and if there was further mis-transfer of bar graph knowledge once the students had the correct axes, as the effect in Lehrer et al. suggests. Therefore, we chose the general intervention of drawing the students' attention to the variables, in order to attempt to express each of these factors. (MM)

ED 465 531 SE 066 140

Wilson, Patricia S.; Cooney, Thomas J.; Stinson, David; Drumm, Chris
What Constitutes Good Mathematics Teaching: Teachers' Perspectives.
PUB DATE- 02
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *Mathematics Education; *Teacher Attitudes; Teacher Effectiveness; Teaching Methods; Teaching Models

Throughout the history of mathematics education, many studies have attempted to determine what constitutes "good" mathematics teaching and how such teaching can be put into practice. Missing in the literature, however, are the voices of secondary mathematics teachers and how they define good mathematics teaching. This study contributes to the discussion of characterizing good mathematics teaching by providing the perspectives of secondary mathematics teachers and how those perspectives compare with research and policy in mathematics education. (Contains 24 references.) (MM)

ED 465 532 SE 066 141

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Cognitive Processes; *Concept Formation; *Educational Strategies; Elementary Education; Mathematics Curriculum; *Mathematics Instruction; Numbers; Numeracy; *Teaching Methods
IDENTIFIERS- *Cognitively Guided Instruction; Mathematical Thinking

This book, with accompanying CD-ROMs, was written to help readers understand children's intuitive mathematical thinking and use that knowledge to help children learn mathematics with understanding. Based on more than twenty years of research, this book portrays the development of children's understanding of basic number concepts. Detailed explanations and numerous examples of the problem-solving and computational processes that virtually all children use as their numerical thinking develops are included. There is also a description of how classrooms can be organized to foster that development. The accompanying CD-ROMs provide a look at students and teachers in real classrooms implementing the teaching and learning strategies described in the text. (MM)

ED 465 556   SE 066 218

Driscoll, Mark
Fostering Algebraic Thinking: A Guide for Teachers, Grades 6-10.
PUB DATE- 99
NOTE- 168p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Algebra; *Educational Strategies; *Mathematics Activities; *Mathematics Instruction; Professional Development; Secondary Education; *Teacher Education
IDENTIFIERS- Mathematical Thinking

This book was written as a resource for middle and high school teachers hoping to ease their students' transition to algebra. Drawing on experiences with three professional development programs, key "habits of thinking" that characterize the successful learning and use of algebra are outlined. Strategies teachers can use to cultivate these habits of thinking and guidelines for assessing students' development are presented. The book is organized according to the critical challenges algebra teachers face such as: How can they help students build on number sense and arithmetic skills to develop their algebraic thinking? What kinds of questions can foster algebraic thinking? and When is it best to use them? Excerpts from discussions among the classroom teachers who participated in the professional development projects are used to place these issues in context. Each chapter also includes activities to encourage teachers to reflect on how they think about algebra and how that thinking informs their practice. There are also samples and analyses of student work to help teachers identify patterns of algebraic thinking along with questions and strategies that can be used to guide and extend students' thinking. (MM)

ED 465 557   SE 066 219

properties and changes of properties in matter, motions and forces, and transfer of energy. This program includes a teacher's guide. (MM)

ED 465 580   SE 066 273

Electricity. Physical Science in Action TM . Schlessinger Science Library. Videotape .
PUB DATE- 00
NOTE- 0p.; For other videotapes in series, see SE 066 251-261. Teacher's Guide is available from http://www.libraryvideo.com. Eleven-volume set can be purchased for $329.45.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- *Demonstrations (Science); *Electricity; Hands on Science; Intermediate Grades; Junior High Schools; *Physical Sciences; Science Activities; Science Instruction; Videotape Recordings

Most people know that the flip of a switch will power up toys, appliances and lights with electricity and enable them to work. But why? What is it about electricity that makes it so powerful and so dangerous? Students will learn the basic concepts of positive and negative charges, current flow and open/closed circuits, and discover why getting a shock from the carpet is like being zapped by a mini lightning bolt! Includes fun demonstrations and a hands-on activity. One of the 16 volumes in the Physical Science in Action series in the Schlessinger Science Library. Part of the Schlessinger Science Library in Action Collection. This title correlates to the National Science Education Standards for Physical Science--properties and changes of properties in matter, motions and forces, and transfer of energy. This program includes a teacher's guide. (Author/MM)

ED 465 581   SE 066 274

Elements, Compounds & Mixtures. Physical Science in Action TM . Schlessinger Science Library. Videotape .
PUB DATE- 00
NOTE- 0p.; For other videotapes in series, see SE 066 251-261. Teacher's Guide is available from http://www.libraryvideo.com. Eleven-volume set can be purchased for $329.45.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- *Chemistry; *Demonstrations (Science); Hands on Science; Intermediate Grades; Junior High Schools; *Matter; *Physical Sciences; Science Activities; Science Instruction; Videotape Recordings

The world contains a limited number of elements--the purest form of matter. But when these elements are combined, the possibilities are limitless! Water, carbon dioxide and salt are just a few examples of how elements can be combined to form entirely new substances. Many of these combinations occur naturally, while others are man-made. Students will learn the difference between compounds and mixtures, and see how scientists are able to combine the Earth's elements to our benefit. An interesting hands-on activity is included. One of the 16 volumes in the Physical Science in Action, series in the

ED 465 603 SE 066 325

Bodzin, Alec M.
Teaching Science Methods Courses with Web-Enhanced Activities.
PUB DATE- 02
NOTE- 13p.; In: Proceedings of the Annual International Conference of the Association for the Education of Teachers in Science (Charlotte, NC, January 10-13, 2002); see SE 066 324.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Uses in Education; Data Collection; Environmental Education; Geology; Inquiry; *Internet; *Methods Courses; *Science Education; Teacher Education Programs; Weather; *World Wide Web

Learning science in today's classroom does not have to be restricted to text-based curricular resources. Web sites present learners with a wide range of science activities in various formats ranging from text-only information to providing authentic real-time data sets and interactive simulations. This paper discusses reasons for using the Internet and World Wide Web for instructional purposes in a science methods course and also presents several Web-enhanced activities and related course resources available online from Lehigh University concerning inquiry, environmental issues, weather, geology, and data collection. (Contains 21 references.) (MVL)

ED 465 604 SE 066 326

Kaminski, Charles W.
Formative Use of Select-and-Fill-In Concept Maps in Online Instruction: Implications for Students of Different Learning Styles.
PUB DATE- 02
NOTE- 38p.; In: Proceedings of the Annual International Conference of the Association for the Education of Teachers in Science (Charlotte, NC, January 10-13, 2002); see SE 066 324.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Cognitive Style; Computer Uses in Education; *Concept Mapping; *Distance Education; Higher Education; Internet; Nontraditional Education; World Wide Web

With the establishment of the Internet and World Wide Web as part of the digital revolution, there has been a trend in which synchronous and asynchronous distance education opportunities have been made available to a greater variety of learners. However, students are indiscriminately pursuing online learning opportunities for the sake of convenience without consideration of the appropriateness of online instruction for their individual learning behaviors and characteristics. This has resulted in many online courses and programs enrolling students for whom the online learning environment is less than ideal--challenging teachers, administrators, technologists, and students to see that online instruction meets its potential. It is important that educators develop and investigate teaching and learning strategies that will appeal to a broad variety of

Abd-El-Khalick, Fouad
The Influence of a Philosophy of Science Course on Preservice Secondary Science Teachers' Views of Nature of Science.
PUB DATE- 02
NOTE- 36p.; In: Proceedings of the Annual International Conference of the Association for the Education of Teachers in Science (Charlotte, NC, January 10-13, 2002); see SE 066 324.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Higher Education; Planning; *Preservice Teacher Education; *Science Instruction; Science Teachers; *Scientific Principles; Secondary Education

This study assesses the influence of a philosophy of science course a preservice secondary science teachers' view of the nature of science; perceptions of teaching about the nature of science in future classrooms; and instructional planning related to the nature of science. It was exploratory and interpretive in nature. Data collection was continuous and spanned the duration of the study. The participants were preservice secondary science teachers (n=32) enrolled in the first 2 semesters of a 2-year combined undergraduate-graduate teacher preparation program. This study indicates that the investigated philosophy of science course resulted in deeper understandings of the nature of science on the part of the participants. It also indicates that more concerted and extended efforts that go beyond a few hours of nature of science-related instruction in a science methods course should be undertaken if the desire is to address the instruction of science teachers in the nature of science. (Contains 69 references.) (MVL)

ED 465 627 SE 066 349

Avraamidou, Lucy; Zembal-Saul, Carla
Using a Web-Based Task To Make Prospective Elementary Teachers' Personal Theorizing about Science Teaching Explicit.
PUB DATE- 02
NOTE- 19p.; In: Proceedings of the Annual International Conference of the Association for the Education of Teachers in Science (Charlotte, NC, January 10-13, 2002); see SE 066 324.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Uses in Education; Educational Philosophy; Elementary Education; Higher Education; Hypermedia; *Pedagogical Content Knowledge; *Preservice Teacher Education; *Reflective Teaching; Science Instruction; *Science Teachers; World Wide Web

In this study, hypermedia technology was used to support prospective elementary teachers in publicly articulating their personal pedagogical theories, revisiting and revising them over time in light of new experiences and learning within the context of an innovative teacher preparation program. Given the need to incorporate opportunities for engaging prospective teachers in reflection and making their personal theorizing explicit and the potential of hypermedia authoring to support this kind of reflection and make thinking visible, this study aimed to answer the question: What are the prospective elementary teachers' views of teaching and learning science as they became transparent through their Web-based philosophies?

(052)
DESCRIPTORS- *Academic Standards; Algebra; Data Analysis; Geometry; *Grade 6; Graphs; Intermediate Grades; Mathematics Curriculum; *Mathematics Instruction; Probability
IDENTIFIERS- *NCTM Principles and Standards for School Math

This book provides a resource for mathematics teachers to understanding the National Council of Teachers of Mathematics' (NCTM) standards and implementing these standards in their teaching. Five standards are overviewed: (1) number and operation; (2) algebra; (3) geometry; (4) measurement; and (5) data analysis and probability. Lesson plans are presented by content and demonstrate aspects of each standard. The last section of the book includes suggestions on how to develop a lesson. (YDS)

ED 465 652 SE 066 455

Fennell, Francis; Bamberger, Honi; Rowan, Thomas; Sammons, Kay; Suarez, Anna
Connect to NCTM Standards 2000: Making the Standards Work at Grade 7.
PUB DATE- 00
NOTE- 146p.; For grades K-8, see SE 066 448-456.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academic Standards; Algebra; Data Analysis; Geometry; *Grade 7; Graphs; Junior High Schools; Mathematics Curriculum; *Mathematics Instruction; Probability
IDENTIFIERS- *NCTM Principles and Standards for School Math

This book provides a resource for mathematics teachers to understanding the National Council of Teachers of Mathematics' (NCTM) standards and implementing these standards in their teaching. Five standards are overviewed: (1) number and operation; (2) algebra; (3) geometry; (4) measurement; and (5) data analysis and probability. Lesson plans are presented by content and demonstrate aspects of each standard. The last section of the book includes suggestions on how to develop a lesson. (YDS)

ED 465 653 SE 066 456

Fennell, Francis; Bamberger, Honi; Rowan, Thomas; Sammons, Kay; Suarez, Anna
Connect to NCTM Standards 2000: Making the Standards Work at Grade 8.
PUB DATE- 00
NOTE- 146p.; For grades K-7, see SE 066 448-455.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academic Standards; Algebra; Data Analysis; Geometry; *Grade 8; Graphs; Junior High Schools; Mathematics Curriculum; *Mathematics Instruction; Probability
IDENTIFIERS- *NCTM Principles and Standards for School Math

This book provides a resource for mathematics teachers to understanding the National Council of Teachers of Mathematics' (NCTM) standards and implementing these standards in their teaching. Five standards are overviewed: (1) number and operation; (2) algebra; (3) geometry; (4) measurement; and (5) indicate that social factors play a role in language choice in this diglossic environment between Spanish and Guarani. Focusing on the individual child, the study also takes into account the parental views of education and the teachers' pedagogical practices surrounding language instruction in this bilingual context. Appended are interview questions, a bilingual picture task, and the teacher questionnaire. (Contains 7 notes and 19 references.) (Author/BT)

ED 465 674   SO 033 867

Riley, Karen L.; Stern, Barbara Slater
"A Bootlegged Curriculum": The American Legion versus Harold Rugg.
PUB DATE- 02
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Academic Freedom; Elementary Secondary Education; *Instructional Materials; Journalism Research; Progressive Education; *Public Schools; Social Change; *Textbook Content; United States History
IDENTIFIERS- *American Legion; Indoctrination; *Rugg (Harold Ordwell)

While American Legion officials wasted few words condemning the works of John Dewey and his followers, they really focused their attention and efforts on the curriculum materials developed and written by Harold Rugg. In 1941, as the U.S. prepared for war, the American Legion was busy writing and distributing the pamphlet, "The Complete Rugg Philosophy," outlining the Legion officials belief that Rugg's plan was to indoctrinate students to turn away from Americanism to Socialism or Communism. This paper examines "The American Legion Magazine" and their pamphlet series, "The Complete Rugg Philosophy," produced from 1941 until the advent of Sputnik, assessing the nature of the American Legion's attack on Rugg. The paper presents the social reconstructionist ideas of Rugg and his contemporaries, along with an overview of academic freedom at the secondary or public school level. It notes that, while much has been said about academic freedom at the college and university level, there is only fragmented knowledge of how public school teachers in the early decades of the 20th century dealt with this issue, particularly concerning the Rugg materials. The paper finds that what set Rugg apart from other intellectual reconstructionists of the 1920s and 1930s, making him an easy target for patriotic watchdog organizations, was that his writings and materials made their way into the public school system. (Contains 68 references.) (BT)

ED 465 675   SO 033 869

Riley, Karen L.; Stern, Barbara Slater
Problems and Possibilities of Web-Based Instruction: Transforming Social Studies Methods and Practice.
PUB DATE- 01
NOTE- 21p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (81st, Washington, DC, November 14-17, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Educational Research; *Electronic Classrooms; Higher Education; *Methods Courses; Preservice

memory to the tasks of catechesis throughout a life-span. The primary points in this dissertation focus on selected aspects of memory, tasks of catechesis, and a view of the pervasive role that memory plays in catechesis. (Contains 13 notes, and 173 references.) (BT)

ED 465 693   SO 033 894

Mahaffey, Cynthia Jo
Finding New Tools, Building a New House: An Introduction and Selected Bibliography of the History of Women's Rhetoric.
PUB DATE- 98
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Cultural Context; *Discourse Communities; *Females; *Feminism; Historiography; Primary Sources; Social Science Research
IDENTIFIERS- Public Discourse; *Rhetorical Strategies

This annotated bibliography considers the real-life outcomes of uncovering the history of women's rhetoric. By examining the public rhetoric of early U.S. female abolitionists, women's rights advocates, and suffragist proponents, the paper uses a historiographic method that considers the voices of women speaking in the public arena. The method of working through primary sources places these speeches into a cultural context in which these women rhetors thought, spoke, and wrote. It focuses on the inventive rhetorical strategies employed by women such as Maria W. Miller Stewart, Mary McClintock, Lucretia Coffin Mott, Elizabeth Cady Stanton, and Sojourner Truth. It also examines the strongly anti-patriarchal, feminist, revisionist historical method employed by and about first- and second-wave feminists such as Mary Daly, Adrienne Rich, Audre Lorde, bell hooks, Julia Kristeva, Helen Cixous, and Luce Irigaray, who use language in ways that attempts to dismantle the Master's House. The selected annotated bibliography contains sections on women's public rhetoric (nine titles); the women's literary club movement (four titles); white women's clubs (six titles); experimental women's rhetoric (five titles); history of women's rhetoric (three titles); and the rhetoric of silence in women's and Asian writing (two titles). (BT)

ED 465 694   SO 033 897

Morin, Francine
General and Specific Outcomes for Grades One to Five Music.
PUB DATE- 01
NOTE- 15p.; Prepared for Transcona-Springfield School Division No. 12. For a document on music development profiles, see SO 033 898.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Elementary Education; Foreign Countries; *Music; *Music Activities; *Music Education; *Outcomes of Education; *State Standards; Student Educational Objectives; *Student Evaluation
IDENTIFIERS- Manitoba

This guide was developed in response to a mandate for music teachers in Transcona-Springfield School Division No. 12 (Manitoba, Canada) to generate a set of music learning outcomes to guide and standardize assessment and evaluation practices

School Success.
SPONS. AGENCY- Australian Research Council.; Queensland Dept. of Education, Brisbane (Australia).; Australian Dept. of Employment, Education, Training and Youth Affairs, Canberra.
PUB DATE- 02
NOTE- 179p.; Foreword by Andy Hargreaves.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Role; Elementary Secondary Education; *Faculty Development; Foreign Countries; *Instructional Leadership; *Leadership Training; Principals; *Teacher Leadership; Teacher Role
IDENTIFIERS- Australia; Michigan

This book presents information from a 5-year research project on teacher leadership which offers evidence that the answer to school vitality lies largely in the redefinition of traditional leadership in education and in the elevation of the perception, status, and role of classroom teachers. The research involved interviews with teachers and principals in the midwestern United States and in Australia. The book provides strategies to help teachers make a positive, sustained impact on schools, students, and communities. It includes 14 hands-on group exercises for practical application of teacher leadership concepts within staff development; real-life examples and vignettes that illustrate successful teacher leadership in action; five keys to enhancing the teaching profession to reinvigorate educators at every level; and strategies for teacher-administrator collaboration. The six chapters are: "Teachers as Leaders: Emergence of a New Paradigm"; (2) "Five Premises to Guide Revitalization of the Teaching Profession"; (3) "Parallelism: Building School Capacity through Shared Leadership"; (4) "New Roles for School Principals"; (5) "Preparing for Teacher Leadership"; and (6) "The Exercises." Two appendixes present an overview of the Teachers as Leaders research design and a report on the Michigan Review. (Contains 98 references.) (SM)

ED 465 714 SP 040 735

Given, Barbara K.
Teaching to the Brain's Natural Learning Systems.
PUB DATE- 02
NOTE- 172p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Brain; Cognitive Processes; Elementary Secondary Education; Emotional Response; Interpersonal Relationship; Physical Fitness; Social Influences; Teaching Methods
IDENTIFIERS- *Brain Based Learning; Reflective Thinking

This book investigates brain structures and functions of the brain's five major systems (emotional, social, cognitive, physical, and reflective), applying findings from neuro-biology to education. It translates neuroscience into an educational framework for lesson planning and teaching. This framework can serve as a mental model for an ongoing assessment of students' basic human needs to be themselves, to belong, to know, to do,

Dance (San Diego, CA, April 9-13, 2002). Contains small print.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Aerobics; *Cardiovascular System; Elementary Education; Elementary School Students; *Muscular System; *Physical Education; *Physical Fitness
IDENTIFIERS- *Strength Training

This paper stresses the importance of teaching aerobic and muscle fitness concepts as part of a health-related fitness curriculum in physical education, recommending outcomes for teaching aerobic endurance and muscle/strength endurance in kindergarten through sixth grade. It describes important learning aid materials and presents national standards and benchmarks for application to aerobic and muscle fitness. The paper presents authentic teaching of aerobic endurance concepts to children in grades K-2 (e.g., location, size, and purpose of heart and resting and exercise pulse) and children in grades 3-6 (e.g., defining aerobic endurance and recording heart rate), offering related learning activities. It also presents authentic teaching of muscle fitness concepts to children in grades K-2 (e.g., the purpose of muscles and correct exercise performance using one's own body weight) and children in grades 3-6 (e.g., major muscles and muscular strength/endurance definition and importance), offering appropriate learning activities. (Contains references.) (SM)

ED 465 734 SP 040 886

Bogden, James F.
Fit, Healthy, and Ready To Learn: A School Health Policy Guide. Part I: Physical Activity, Health Eating, and Tobacco-Use Prevention.
SPONS. AGENCY- Centers for Disease Control (DHHS), Atlanta, GA. Div. of Adolescent and School Health.
PUB DATE- 00
NOTE- 230p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Comprehensive School Health Education; Dietetics; *Eating Habits; Educational Policy; Elementary Secondary Education; *Health Promotion; Nutrition Instruction; Physical Activity Level; Physical Education; *School Health Services; *School Policy; *Smoking
IDENTIFIERS- Risk Reduction; Smoking Cessation

This policy guide reflects the concerns and priorities of education policymakers and administrators, addressing broad policy issues and focusing on physical activity, healthy eating, and tobacco use prevention. Section 1, "Overview," reviews the issue and presents sample policies. Section 2, "The Art of Policymaking," discusses what policy is, the policy development process, who's who in education policymaking, and enlisting public support. Section 3, "General School Health Policies," discusses a vision for school health, the coordinated school health program, administration and evaluation, health education, and a well-prepared staff.

Descriptive Study Comparing the Reflective Levels of Pre-Service and In-Service Teachers.
PUB DATE- 02
NOTE- 15p.; Paper presented at the Annual Meeting of the Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Development; *Decision Making; Elementary Secondary Education; Higher Education; Preservice Teacher Education; *Reflective Teaching; Student Teachers; Thinking Skills
IDENTIFIERS- *Reflective Thinking

This paper presents descriptive research comparing levels of cognitive and reflective development among preservice and inservice teachers. A question about the effectiveness of the state educational reform law was used to collect data identifying student reflection levels. The question was presented as a written assignment to undergraduates in an assessment course (taken just prior to student teaching) and graduate students in an educational theory course. Data analysis indicated that how respondents made use of evidence related to undergraduate/graduate status and school level (elementary, middle, or high school). Results found no significant differences between undergraduates and graduates in their knowledge scores. There was no correlation between years of teaching and knowledge level scores. Half of the inservice and preservice teachers scored at knowledge level three, which implied that they would believe what they read or heard regarding educational approaches without ascertaining biases, considering multiple sources of evidence, or determining context. Regarding justification levels, there was a small mean difference between undergraduate and graduate students which revealed that scores of graduate students exceeded those of undergraduate students by a small measure. Some respondents scored a full level higher in justification than in knowledge. (Contains 28 references.) (SM)

ED 465 754 SP 040 906

Rodriguez, Daniel; Wigfield, Allan; Eccles, Jacquelynne S.
Changing Competence Perceptions, Changing Values: Implications for Youth Sport.
SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, MD.
PUB DATE- 02
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Athletics; *Competence; Elementary Education; Elementary School Students; *Self Esteem; Student Attitudes
IDENTIFIERS- *Athletic Ability

This study analyzed change in sport competence beliefs, perceived value of athletics, and self-esteem, employing a 3-year longitudinal sample of children. Data came from a 10-year longitudinal study of the development and socialization of children's competence-related beliefs, valuing of different achievement activities, and self-esteem. The study proposed that student valuing of athletics would decrease linearly and in proportion to decreases in athletic competence beliefs, whereas self-esteem would remain stable over the same 3-year

ED 465 773 TM 034 158

Johanson, George A.; Brooks, Gordon; Papa, Michael J.
On the Emergence of Research Problems.
PUB DATE- 02
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Doctoral Dissertations; *Graduate Students; Higher Education; *Personal Narratives; *Research Design; *Researchers
IDENTIFIERS- *Problem Finding

This study examined the process followed by graduate students in the formation of research problems for their dissertations. Narratives were solicited from researchers who received Spencer Awards for their dissertation research, and researchers received 30 narratives that described the process of research problem formation. The grounded theory analysis of this narrative data produced three themes: (1) Research Literature and Official Documents; (2) Interpersonal Interaction; and (3) Ethnographic Practice. These findings support the initial assumption that the process of problem formation involves a variety of qualitative research processes. (Contains 16 references.) (Author/SLD)

ED 465 774 TM 034 159

Hudley, Cynthia; Daoud, Annette; Hershberg, Rachel; Wright-Castro, Rosina; Polanco, Ted
Factors Supporting School Engagement and Achievement among Adolescents.
PUB DATE- 02
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002). Supported by the Givertz Research Center for Excellence in Education.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Academic Aspiration; *Adolescents; Age Differences; *Educational Environment; Ethnicity; High School Students; High Schools; Middle School Students; Middle Schools; Self Efficacy; Sex Differences; *Student Attitudes; Student Motivation
IDENTIFIERS- *Student Engagement

This study examined academic success, intrinsic motivation, and student perceptions as indicators of engagement in a multiethnic sample of secondary school students. A particular interest was in examining differences in student perceptions across middle and high school, and another focus was examining students' perceptions of the school's concern for students of various ethnic groups. Data were collected in a southern California community with one comprehensive high school and one comprehensive middle school. Of the 318 participants, 54% defined themselves as Anglo, and 54% were girls. Sixty percent were high school students, and the rest were in middle school. Adolescents completed a 53-item questionnaire that tapped perceived educational aspirations, perceived career aspirations, perceived support from teachers, perceived equal treatment of ethnic groups, self-appraisals of academic

Division Publication.
PUB DATE- 02
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Achievement Gains; Comparative Analysis; *Elementary School Students; Language Arts; Primary Education; Reading Achievement; *Reading Programs; Spelling
IDENTIFIERS- *Los Angeles Unified School District CA; Open Court Readers; Success for All Program

Student progress, in terms of achievement gain, in reading, language, and spelling was studied for students in these elementary reading programs in the Los Angeles Unified School District: Open Court, Collections for Young Scholars, High Achievement/Waiver Schools, and Success for All. The study included only second graders with at least 1 year of exposure to all of these reading programs and 2 consecutive years of standardized achievement data, resulting in samples of 48,132 students with Stanford 9 reading data, 50,611 with language data, and 52,473 with spelling data. Simple gain score (posttest-pretest) was used as the measure of student progress. The study sample was divided into low, medium, and high performance groups. To control for the impact of school characteristics, these students schools were also classified into low, medium, and high scorers on the School Characteristics Index (SCI), a school background ranking index. Two analyses were performed, one containing retained students and the other excluding retained students. Results show that the Open Court and Collections for Young Scholars programs had the most significant impact on reading achievement of low performing students. All the reading programs had a significant impact on low performing students reading achievement even after controlling for retained students. None of the programs had an impact on medium and high performing students reading outcomes, and these students actually lost ground. Gains in language for students from schools with medium or high SCI ranks were positive for all reading programs. (SLD)

ED 465 794 TM 034 179

Johnson, Trav
Online Student Ratings: Will Students Respond?
PUB DATE- 02
NOTE- 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; Computer Uses in Education; Electronic Mail; Higher Education; *Online Systems; Pilot Projects; *Response Rates (Questionnaires); Responses; *Student Evaluation of Teacher Performance
IDENTIFIERS- Brigham Young University UT

This study focused on response rates to online student ratings of faculty at Brigham Young University, Utah, where concerns about response rates have contributed to a long period for testing and implementation of the online system (more than 5 years). The first pilot study, in 1997, included 36 courses and yielded a response rate of about 40%. The second pilot, in 1999, included 194 course sections and ratings from 8,285 students, with a response rate of 51%. As part of this pilot study,

Delaware Student Testing Program Item Sampler: Released Items for Social Studies, Grades 8 and 11.
PUB DATE- 02
NOTE- 40p.; Document number 95-01/01/12/02.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Standards; Grade 11; Grade 8; Secondary Education; *Social Studies; State Programs; State Standards; Test Construction; *Test Items; Testing Programs
IDENTIFIERS- Delaware; *Delaware Student Testing Program

The Delaware Student Testing Program (DSTP) is designed to assess progress toward the Delaware Content Standards. Every year a certain number of items are removed from the test and then selected for public release. This booklet contains multiple-choice and short-answer (constructed response) items released from the 2000 or 2001 administration of the DSTP social studies tests for grades 8 and 11. Taken as a whole, these items represent a broad cross section of item types and topics measured. They also show the evolution in the construction of items and their rubrics. The released items for both grades represents both types of items and all four content areas: (1) civics; (2) economics; (3) geography; and (4) history. The items are grouped by grade and identify the item type, the content area, and the standard measured. Short-answer items also include the scoring tool. (SLD)

ED 465 815 TM 034 204

Delaware Student Testing Program Item Sampler: Released Items for Science, Grades 8 and 11.
PUB DATE- 02
NOTE- 45p.; Document Number 95-01/02/01/21.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Standards; *Sciences; Secondary Education; State Programs; State Standards; Test Construction; *Test Items; Testing Programs
IDENTIFIERS- Delaware; *Delaware Student Testing Program

The Delaware Student Testing Program (DSTP) is designed to assess progress toward the Delaware Content Standards. Every year a certain number of items are removed from the test and then selected for public release. This booklet contains items released from the 2001 administration of the DSTP Science tests for grades 8 and 11. It contains examples of questions that represent the range of difficulty and type of item that appear on the science portion of the DSTP. Items measure these eight content standards: (1) Nature and Application of Science and Technology; (2) Materials and Their Properties; (3) Energy and Its Effects; (4) Earth in Space; (5) Earths Dynamic Systems; (6) Life Processes; (7) Diversity and Continuity of Living Things; and (8) Ecology. These released items include the question, the scoring criteria, and anchor papers for each score point. (SLD)

ED 465 816 TM 034 205

parents must get involved in school activities and/or parent associations. In using student assessment data: the education community must provide teachers the resources necessary to implement standardized testing, and school staff must make every effort to ensure that parents understand all aspects of standardized testing. (SM)

ED 465 836 UD 035 058

Vandal, Bruce A.
The State of Students of Color, 2001.
PUB DATE- 02
NOTE- 52p.; Supported by University of Minnesota Office of Multicultural and Academic Affairs, St. Paul Companies, and ING Americas.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; American Indians; Asian American Students; Black Students; College Bound Students; Diversity (Student); Elementary Secondary Education; *Enrollment Trends; Higher Education; Hispanic American Students; *Minority Group Children; White Students
IDENTIFIERS- African Americans; Latinos; *Minnesota

This report reviews the educational experiences of students of color in Minnesota schools, colleges, and universities, highlighting students and communities of color; students of color K-12 enrollments; students of color K-12 achievement; students of color college success; early college awareness; and redefining success for students of color. The report notes that because of increases in K-12 enrollments among students of color, Minnesota's future workforce will rely on their academic achievement and college graduation. Rapid increases in the number of students of color in Minnesota schools and colleges is a statewide phenomenon. Because of high school dropout rates and low college participation, college persistence, and college graduation rates, Minnesota education institutions and communities are preparing only a fraction of all potential students of color for the workforce. Students of color are not meeting standards in mathematics, reading, and writing at the same rates as white students, and they are taking the ACT exam at rates below white students. The report suggests that Minnesota reexamine its vision for educating students of all backgrounds. Profiles of successful minority students are included. (SM)

ED 465 837 UD 035 072

Munoz, Marco A.
Class Size Reduction in a Large Urban School District: A Mixed Methodology Evaluation Research Study.
PUB DATE- 01
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Class Size; Educational Improvement; Educational Research; Elementary Education; Parent Participation; Public Schools; *Small Classes; Teacher Attitudes; *Teacher Student Ratio
IDENTIFIERS- Jefferson County Public Schools KY

This study evaluated the Class Size Reduction (CSR) program in 34 elementary schools in Kentucky's Jefferson County Public

Legislation; Elementary Secondary Education; Excellence in Education; Faculty Development; Foreign Countries; National Standards; Vocational Education
IDENTIFIERS- England; Wales

This paper describes educational achievements over the past 4 years in England and Wales. Chapter 1 presents an overview. Chapter 2, "Reform in Progress," describes such progress as all 4-year-olds receiving free early education, more system accountability, and fewer failing schools. Chapter 3, "Achieving High Standards for All: Supporting Teaching and Learning," discusses such issues as improving standards for the first years of secondary education and supporting teachers' efforts to address student behavior. Chapter 4, "Meeting Individual Talents and Aspirations at 14-19," includes the importance of recognizing achievement in academic and vocational subjects and making high quality vocational options available to all students. Chapter 5, "Excellence, Innovation and Diversity," discusses topics such as ensuring that all schools are ready to become specialist schools and basing policies on what successful schools do. Chapter 6, "Decisive Intervention To Ensure High Standards," discusses building on experience with LEA intervention and supporting schools facing challenges to achieve national standards. Chapter 7, "Valuing and Supporting Teachers in Schools," discusses such issues as progress toward modernizing the profession and increasing rewards. Chapter 8, "Modernising Our Structures," discusses deregulating the system, reforming governance, and involving parents. Chapter 9, "Legislative Proposals," describes current proposals. (SM)

ED 465 857 UD 035 157

No Child Left Behind Act of 2001. Title I: Improving the Academic Achievement of the Disadvantaged. 107th Congress, 1st Session.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 01
NOTE- 192p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Achievement; Advanced Placement Programs; Child Neglect; Delinquency; *Disadvantaged Youth; Dropout Prevention; Educational Change; Elementary Secondary Education; *Equal Education; Federal Government; Federal Legislation; Grants; High Risk Students; Literacy Education; Program Evaluation; Reading Skills; Resource Allocation; State Government
IDENTIFIERS- Congress 107th; *Elementary Secondary Education Act Title I; *No Child Left Behind Act 2001; Reform Efforts

The purpose of Title I of the Elementary and Secondary Education Act of 1965 is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments. After presenting a statement of purpose and describing authorization of appropriations, school improvement, and state administration, the nine parts are described as follows: improving basic programs operated by local educational agencies; student reading skills improvement grants; education of migratory children; prevention and intervention programs for children and youth who are neglected, delinquent, or at-risk; national assessment of Title I; comprehensive school reform; advanced placement programs; school dropout prevention; and revealed that participation in ASIM had a significant effect on teacher attitude towards inquiry-based teaching and the frequency of technology used; however, there was no significant effect on the perceived teaching ability of topics from the "Alabama Course of Study-Science." Similar analysis of student data revealed that participation in ASIM had a significant effect on student process skills acquisition and science achievement, but there were no significant effects on science attitudes. (Contains 16 references.) (Author/MM)

ED 465 510 SE 065 950

Lapp, Douglas A.
How Do Students Learn with Data Collection Devices?
PUB DATE- 01
NOTE- 22p.; Paper presented at the Annual International Teachers Teaching with Technology Conference (13th, Columbus, OH, March 16-18, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Data Collection; *Educational Technology; *Graphing Calculators; Higher Education; Science Activities; Science Equipment; Science Experiments; Secondary Education
IDENTIFIERS- *Calculator Based Laboratories; *Microcomputer Based Laboratories

In recent years, there has been a growing interest in the use of graphing technology for the teaching of mathematics. This interest has been, in part, sparked by the recommendations of the National Council of Teachers of Mathematics (NCTM) Standards and "Everybody Counts: A Report to the Nation on the Future of Mathematics Education." The Standards call for the use of technology in the classroom; however, they also call for the integration of mathematical concepts across the curriculum. This review of the research seeks to examine both of these issues, in particular to what extent the use of graphing technology coupled with data collection devices can be beneficial in mathematics and science classrooms. The paper provides the reader with an overview and discussion of some of these results. (Contains 31 references.) (Author/NB)

ED 465 511 SE 066 007

Grade 10 to Grade 12 Mathematics Resources: Annotated Bibliography. Common Curriculum Framework.
PUB DATE- 01
NOTE- 28p.; Some text is very small and may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Educational Resources; Foreign Countries; Grade 10; Grade 11; Grade 12; High Schools; Instructional Materials; *Mathematics Curriculum; *Mathematics Instruction; Resource Materials; Secondary Education
IDENTIFIERS- *Canada (West)

This annotated bibliography identifies the new English-language resources with new components endorsed by all Western Canadian Protocol (WCP) jurisdictions implementing "The Common Curriculum Framework for K-12 Mathematics Grade 10 to Grade 12." Resources listed in this annotated bibliography were selected through a collaborative review process based on their high level of fidelity to the rationale, philosophy,

Sweetman, Timothy D.; Walter, Janet G.; Ilaria, Daniel R.
Understanding, Justification, and Representation: Secondary Students and Emergent Strands in Mathematics Education Case Study Literature.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 02
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Cognitive Processes; *Mathematics Instruction; Proof (Mathematics); Secondary Education; *Thinking Skills
IDENTIFIERS- *Open Ended Questions; Precalculus; Representations (Mathematics)

This paper presents a synthesis of recently published case-studies in mathematics education research on students' mathematical thinking, and provides analyses, with respect to that literature, of video vignettes of high school students' mathematical activities as they participate in a two-week precalculus institute. We questioned whether emergent themes from the literature review we conducted were evidenced by student performances as they worked together on open-ended mathematics tasks during the precalculus institute. Case study articles were selected for the literature review according to specific criteria. The dominant strands of students' mathematical thinking that emerged from the literature review were understanding, proof or justification, and representations. The video episodes analyzed here are selected excerpts from the fourteen-year ongoing study of students' mathematical thinking and proof-making conducted by Rutgers University under the direction of Dr. Carolyn Maher and funded by the National Science Foundation. Analyses of the institute participants' mathematical thinking provided evidence that, under certain circumstances, students appropriately construct understanding, develop logical arguments, and design meaningful representations. (Contains 44 references.) (Author/MM)

ED 465 533   SE 066 142

Haught, Laurie; Kunce, Christine; Pratt, Phyllis; Werneske, Roberta; Zemel, Susan
Improving Mastery of Basic Mathematics Facts in Elementary School through Various Learning Strategies.
PUB DATE- 02
NOTE- 165p.; Master of Arts Action Research Project, Saint Xavier University and IRI/SkyLight Professional Development Field-Based Masters Program.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Education; Intervention; Mathematics Education; Numeracy; *Teacher Attitudes; *Testing
IDENTIFIERS- Basic Facts (Mathematics); Testing Time

This report describes the intervention programs used to improve student proficiency in learning, recalling, and retaining basic mathematics facts. The targeted population consisted of first, second, third, and fifth grades in four suburban midwestern

Trafton, Paul R.; Thiessen, Diane
Learning through Problems: Number Sense and Computational Strategies. A Resource for Primary Teachers.
PUB DATE- 99
NOTE- 116p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Education; *Mathematics Activities; *Mathematics Instruction; *Numeracy; Problem Based Learning; *Problem Solving; *Teacher Education; Teaching Methods

This book describes an approach to mathematics instruction that attempts to honor children's thinking and sense-making ability. The book aims to weave strands of mathematics (addition, subtraction, place value, and problem solving) together and offer a wide variety of contexts for genuine mathematical exploration. The book is intended as a practical resource, and throughout the book, classroom teachers reflect on their experiences and offer suggestions on a comprehensive range of issues, including how to get started, where to find good problems, when to provide help, when to step back, where manipulatives fit in, how to integrate problem solving into the curriculum, and how to assess students' learning. The book also shows how number sense and computation can be learned within a problem-centered framework. Classroom examples and teacher observations provide guidance in developing both invented and familiar computational approaches. (MM)

ED 465 558 SE 066 251

All about Motion & Balance. Physical Science for Children TM . Schlessinger Science Library. Videotape .
PUB DATE- 00
NOTE- 0p.; For other videotapes in series, see SE 066 252-261. Teacher's Guide available at http://www.libraryvideo.com.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- *Demonstrations (Science); Early Childhood Education; Elementary Education; Force; Hands on Science; *Motion; *Physical Sciences; Science Activities; Science Instruction; Velocity; Videotape Recordings

Walking on a balance beam or riding a bike both require motion and balance. This program will reveal how unbalanced forces create motion, while balanced forces keep things still. Students also learn how concepts like velocity, acceleration, and momentum fit into this puzzle. A unique hands-on activity combined with vivid imagery and graphics explores the ways in which opposing forces can be balanced and unbalanced. This 23-minute videotape correlates to the National Science Education Standards for Physical Science--properties of objects and materials, position and motion of objects, and light, heat, electricity, and magnetism. The program includes a teacher's guide. (MM)

ED 465 559 SE 066 252

All about Properties of Matter. Physical Science for Children TM

Schlessinger Science Library. Part of the Schlessinger Science Library in Action Collection. This title correlates to the National Science Education Standards for Physical Science--properties and changes of properties in matter, motions and forces, and transfer of energy. This program includes a teacher's guide. (Author/MM)

ED 465 582 SE 066 275

Simple Machines. Physical Science in Action TM . Schlessinger Science Library. Videotape .
PUB DATE- 00
NOTE- 0p.; For other videotapes in series, see SE 066 251-261. Teacher's Guide is available from http://www.libraryvideo.com. Eleven-volume set can be purchased for $329.45.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- *Demonstrations (Science); Force; Hands on Science; Intermediate Grades; Junior High Schools; *Physical Sciences; Science Activities; Science Instruction; Videotape Recordings
IDENTIFIERS- *Simple Machines

In today's world, kids are aware that there are machines all around them. What they may not realize is that the function of all machines is to make work easier in some way. Simple Machines uses engaging visuals and colorful graphics to explain the concept of work and how humans use certain basic tools to help get work done. Students will learn that work happens when a force is used to move an object over a distance. Simple machines are used to either reduce the force or increase the distance over which the force is exerted. Six simple machines are explained: the lever, the wheel and axle, the pulley, the inclined plane, the screw and the wedge. Real-life demonstrations are used to teach concepts such as effort force, resistance force and mechanical advantage. A fun, hands-on activity is included in which students construct their own pulley system and measure mechanical advantage for themselves. This program is based on the concepts outlined in the National Science Education Standards for Physical Science: Properties and Changes of Properties of Matter, Motions and Forces and Transfer of Energy. This program includes a teacher's guide. (Author)

ED 465 583 SE 066 276

Sound. Physical Science in Action TM . Schlessinger Science Library. Videotape .
PUB DATE- 00
NOTE- 0p.; For other videotapes in series, see SE 066 251-261. Teacher's Guide is available from http://www.libraryvideo.com. Eleven-volume set can be purchased for $329.45.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- *Acoustics; *Demonstrations (Science); Hands on Science; Intermediate Grades; Junior High Schools; *Physical Sciences; Science Activities; Science Instruction; Videotape Recordings

A door closes. A horn beeps. A crowd roars. Sound waves travel outward in all directions from the source. They can all be online learners. Select-and-fill-in (SAFI) concept maps may provide such a strategy. This study attempted to answer the question, How do students of different learning styles respond to online instruction in which SAFI maps are utilized? (Contains 38 references.) (MVL)

ED 465 605 SE 066 327

Newman, William J., Jr.; Hubbard, Paula D.; Abell, Sandra K.
Teacher Explanations for Discourse Variations in Elementary Science Methods.
PUB DATE- 02
NOTE- 35p.; In: Proceedings of the Annual International Conference of the Association for the Education of Teachers in Science (Charlotte, NC, January 10-13, 2002); see SE 066 324.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Discourse Analysis; *Discussion (Teaching Technique); Elementary Education; Higher Education; Inquiry; *Methods Courses; Preservice Teacher Education; *Science Education

The development of a scientifically literate society is dependent upon effective communication. Accordingly, the Benchmarks for Science Literacy, which defines science literacy goals for United States students K-12, contains an entire section on communication skills. One of the skills described in the Benchmarks is that "students should be able to participate in group discussions on scientific topics by restating or summarizing accurately what others have said, asking for clarifications or elaboration, and expressing alternative positions." The ability of students to achieve this goal is dependent upon a teacher's ability to incorporate such opportunities into lessons. Teachers need the experience of proposing answers, explanations, and predictions and communicating the results as often accomplished by classroom discourse. Classroom discourse is necessary for teachers to determine what students understand and misunderstand, what they are thinking, and what they are learning. A teacher preparation program must model and teach how to facilitate high quality classroom discussion. To do so, science methods instructors must examine, understand, and explain their own roles, intents, and actions during classroom discussions. One of the first steps in improving the preparation of teachers' skills in leading discussions is to understand and explain science classroom discourse as it occurs in science teacher education courses. (Contains 60 references.) (MVL)

ED 465 606 SE 066 328

Sterling, Donna R.
Strategies Enabling Teachers To Critically Analyze Learning and Teaching.
PUB DATE- 02
NOTE- 15p.; In: Proceedings of the Annual International Conference of the Association for the Education of Teachers in Science (Charlotte, NC, January 10-13, 2002); see SE 066 324.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *Faculty Development; *Mathematics Curriculum; *National Standards;

Specifically, the questions that guided this research are: (1) What is the nature of prospective elementary teachers' philosophies about science teaching and learning? (2) In what ways does the Web-based portfolio task support thoughtful reflection associated with learning to teach science? and (3) In what ways does the technology contribute to the portfolio task? The study finds that the Web-based philosophy task was conducive to making prospective elementary teachers' implicitly held personal pedagogical theories explicit and promoting their revision in light of new experiences and learning. (Contains 25 references.) (MVL)

ED 465 628 SE 066 350

Bleicher, Robert E.; Romance, Nancy; Haky, Jerome
Curriculum by Design: Improving Student Learning in College Chemistry and Biology.
PUB DATE- 02
NOTE- 11p.; In: Proceedings of the Annual International Conference of the Association for the Education of Teachers in Science (Charlotte, NC, January 10-13, 2002); see SE 066 324.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Biology; Chemistry; *Curriculum Design; Higher Education; Program Effectiveness; *Science Instruction; Success

It is well documented that college students arrive poorly prepared to succeed in science and mathematics courses. Reasons for this include: (1) lack of student conceptual understanding in science; (2) inability to think critically; (3) little interest in science; and (4) a lack of self-discipline and study skills. The purpose of this paper is to demonstrate that if a Curriculum Design Model (CDM) is applied to course curriculum and instruction, then college students will be able to understand the basic concepts underlying important science topics. Further, the effectiveness of the CDM can be tested in the form of improved student conceptual understanding, achievement and course retention. It is postulated that when students are given the opportunity to construct their own conceptual understanding, there is an increase in their motivation and interest in science. (Contains 26 references.) (MVL)

ED 465 629 SE 066 351

Dawson, Carolyn
Novice Teachers' Perceptions of a Multifaceted Mentoring Program and the Needs of Early-Career Science Teachers.
PUB DATE- 02
NOTE- 11p.; In: Proceedings of the Annual International Conference of the Association for the Education of Teachers in Science (Charlotte, NC, January 10-13, 2002); see SE 066 324.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Teachers; Elementary Secondary Education; Faculty Development; *Mentors; *Science Teachers; Teacher Improvement

While research indicates that new teachers have several needs, experienced teachers and novice teachers may have differing views of the importance of these needs. In addition, needs may data analysis and probability. Lesson plans are presented by content and demonstrate aspects of each standard. The last section of the book includes suggestions on how to develop a lesson. (YDS)

ED 465 654 SO 031 467

White, Charles, Ed.
Democracy and Diversity: Celebrate Your Freedom. Law Day 2000 Planning Guide.
PUB DATE- 99
NOTE- 70p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; Classroom Techniques; *Cultural Differences; *Democracy; Elementary Secondary Education; Instructional Effectiveness; *Law Related Education; *Planning; Social Studies; *Voting Rights
IDENTIFIERS- *Law Day

Every year on May 1st, Law Day celebrates this country's freedoms and the role of law in protecting and preserving them. Noting that 2000 is the first year of a new millennium, this guide urges planners all over the country to pay special attention to the role of citizens in a diverse democracy. Since the year 2000 is also an election year, the guide suggests using the occasion of Law Day to help the public understand: (1) how law protects the individual's right to vote; and (2) how it is the responsibility of citizens to use that right. The guide states that Law Day planners should involve school and community groups in all aspects of planning and emphasizes increasing outreach efforts. Following some explanatory material about Law Day, the planning guide is divided into three sections: (1) "Program Ideas" (How To Plan Your Program; How To Reach Out to Students; How To Reach the Community; How To Reach the Media); (2) "Law Day Awards Programs"; and (3) "Law Day Resource Catalog." The guide suggests strategies for teaching about democracy and diversity, listing strategies which are appropriate for grades K-3, grades 4-6, grades 7-9, and grades 10-12. (BT)

ED 465 655 SO 033 033

Strahm, Sharon, Ed.
Econ Ed & the Fed: Resources and Information for Educators, 2001-2002.
PUB DATE- 01
NOTE- 14p.; Published biannually. Theme issue.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Consumer Education; Discussion (Teaching Technique); *Economics; *Economics Education; Information Sources; Resource Materials; Secondary Education; Social Studies; Student Needs
IDENTIFIERS- Economic Concepts; Economic Trends; *Federal Reserve System; *Money; Personal Finance; Site Visits; Web Sites

This Fall 2001-Spring 2002 newsletter provides resources and information to educators, particularly economics, history, social studies, and business educators, throughout the western district of the Federal Reserve System. The goal of the newsletter is to highlight new Federal Reserve teaching materials and resources, including Web sites, classroom ideas, programs, and other information for educators. The Fall 2001

Teacher Education; *Social Studies; *Technology Integration; *Web Based Instruction
IDENTIFIERS- James Madison University VA

This paper focuses on the use of Web-based instruction in social studies methods. The paper examines how Web-based instruction can transform teaching and learning and explores the problems and possibilities involved with electronic classrooms, including Web-supported instruction. Based upon an earlier study involving online instruction, that Web-based instruction (comprehensive online instruction) and Web-supported instruction (teacher meets class but instruction is supported by the Web) can be transformative enterprises meeting the high expectations of teaching and learning for the instructor and student. The James Madison University (JMU) in Virginia served as a case study for examining Web-based instruction for social studies methods courses. It describes the University and explains how this particular type of instruction is used in different courses. The paper concludes that the possibilities of Web-supported instruction in social studies methods classes are infinite, but cautions that significant problems are to be encountered for a smooth electronic experience between teacher and student. (Contains 24 references.) (BT)

ED 465 676 SO 033 872

In the Classroom: Empowering Girls. Idea Book.
PUB DATE- 02
NOTE- 87p.; For a related Idea Book, see ED 464 878. Some photographs may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Access to Education; Developing Nations; *Educational Environment; Elementary Secondary Education; *Females; Foreign Countries; *Gender Issues; Holistic Approach; Learning Activities; *Student Empowerment; *Womens Education
IDENTIFIERS- Africa; Asia; Ideas; Learning Environment; *Peace Corps; South America

Peace Corps volunteers are perceived as role models, technical specialists, teachers, counselors, heroes, and friends. This idea book shares specific ideas and frameworks for transferring the potential for positive guidance into classrooms and communities around the world. It concentrates on activities and strategies that increase girls' access to, and participation in quality in-school education. It offers suggestions from volunteers and staff that may be incorporated in class projects. The book consists of ten sections: (1) "Introduction"; (2) "Why Focus on Girls Education?"; (3) "Things To Consider"; (4) "A Holistic Approach to Girls' Education"; (5) "Creating a Girl-Friendly Learning Environment"; (6) "Classroom and Curriculum-Related Activities"; (7) "Co-Curricular Activities"; (8) "Awards and Incentives"; (9) "Scholarships"; and (10) "Resources" (materials available through Peace Corps information collection, as well as relevant Web sites). Appendices include: (1) "Model Lesson--Math Gender Differences in Daily Life"; (2) "Niger: Regional Girls' Education Festivals"; (3) "School Development Workshop: 'Encouraging Excellence' Sample Agenda"; and (4) "Improving Educational Opportunities for Girls." (BT)

ED 465 677 SO 033 873

across the division. The currently legislated K-6 music curriculum (Manitoba Department of Education, 1978) was refashioned to reflect new outcomes, curriculum models, and content areas deemed developmentally appropriate by the profession, as well as music curriculum and instruction practices in the divisional context. The new curriculum framework describes general and specific music learning outcomes for grades 1-5 and is written with the general music program in mind. The learning outcomes identify what the learner should know or be able to accomplish in music at the end of each grade level. The goal is for all learners across the division to strive for and attain the same high, consistent standards of achievement. These outcomes integrate the concepts, processes, skills, behaviors, and conventions unique to the discipline of music. To help the students reach these outcomes, Transcona-Springfield teachers provide their elementary children with opportunities to explore music through singing, moving, listening, playing instruments, creating, reading, writing, and technology. (BT)

ED 465 695 SO 033 898

Morin, Francine
Music Development Profiles: Grades One to Five.
PUB DATE- 01
NOTE- 16p.; Prepared for Transcona-Springfield School Division No. 12. For a document on general and specific music outcomes, see SO 033 897.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Education; Foreign Countries; *Music; *Music Activities; *Music Education; *Outcomes of Education; Profiles; Student Educational Objectives; *Student Evaluation
IDENTIFIERS- Manitoba

This document profiles student music development elaborated by the Transcona-Springfield School Division No. 12 (Manitoba, Canada); it consists of separate charts for grades 1-5 containing: a student performance key (from 5 to 1) and learning outcome areas (performance skills, music literacy, critical listening and reflection, creative ideas development, and interdisciplinary connections). The document provides space for comments/observational notes. It also provides a grid space for classifying student performance. (BT)

ED 465 696 SO 033 899

Hanley, Chris; Hermiz, Carmen; Lagiola-Peddy, Jennifer; Levine-Albuck, Valerie
Improving Student Interest and Achievement in Social Studies Using a Multiple Intelligence Approach.
PUB DATE- 02
NOTE- 74p.; Master of Arts Action Research Project, Saint Xavier University and Skylight Professional Development Field-Based Master's Program.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; Action Research; Classroom Techniques; Grade 5; Instructional Effectiveness; Intermediate

and to experiment and explore. It can also help teachers assess the roles they play (mentor/model, collaborator, facilitator, coach, and talent scout) and the personal/professional qualities they bring to the classroom (passion for learning, vision for seeing what is possible, intention for developing knowledge and skills, action for transforming dreams into realities, and reflection for self-monitoring and staying the course). (Contains 138 references.) (SM)

ED 465 715 SP 040 738

Stachowski, Laura L.; Brantmeier, Edward J.
Understanding Self through the Other: Changes in Student Teacher Perceptions of Home Culture from Immersion in Navajoland and Overseas.
PUB DATE- 02
NOTE- 18p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (Denver, CO, February 2-6, 2002).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- American Indian Reservations; Attitude Change; Consciousness Raising; *Cultural Awareness; Cultural Differences; Elementary Secondary Education; Ethnocentrism; Foreign Countries; Higher Education; Navajo (Nation); Preservice Teacher Education; *Self Evaluation (Individuals); *Student Teacher Attitudes; Student Teaching

Student teachers from Indiana University's Cultural Immersion Projects, who had been placed in K-12 schools on the Navajo reservation and in seven foreign countries, critically reflected on their home cultures, identifying key elements that defined who they were and shifts in their perceptions about home based on their experiences in culturally different schools. Before their immersion experiences, they underwent extensive preparation to introduce them to local cultural values, beliefs, lifestyles, and educational practices. During their placements, they engaged in all teacher-related school functions, fostered friendships with members of host groups, performed at least one service learning project, and submitted reflective reports. Respondents addressed such areas as government policies, schooling, institutions, human relationships, customs, social structures, and cultural values when describing how their views were altered through living and working in culturally different settings. They reported enhanced appreciation of U.S. mainstream education and renewed appreciation for the many conveniences, environmental and recycling policies, and stronger presence of human and cultural diversity at home. They expressed a strong desire to learn more about the host culture. Students visiting the Navajo reservation noted new appreciation for the U.S. mainstream communication style. Overseas participants reported changes in their perceptions of family and mainstream culture. (SM)

ED 465 716 SP 040 739

Lane-Garon, Pamela S.
Classroom and Conflict Management: Rethinking Teacher Preparation for Ethical Practice.
PUB DATE- 01
NOTE- 6p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (Denver, CO, February 2-6, 2002).

Section 4, "Policies To Encourage Physical Activity," includes purpose and goals, physical education, extracurricular physical activity programs, other opportunities for physical activity, and safety guidelines. Section 5, "Policies To Encourage Healthy Eating," offers purpose and goals, nutrition education, the Food Service Program, other food choices at school, and services for nutrition related health problems. Section 6, "Policies To Discourage Tobacco Use," includes purpose and goals, tobacco-free environments, tobacco-use prevention education, and assistance to overcome tobacco addiction. (Sections contain references.) (SM)

ED 465 735 SP 040 887

Fraser, Katherine; Bogden, James F.
Someone at School Has AIDS. 2001 Edition.
SPONS. AGENCY- Centers for Disease Control (DHHS), Atlanta, GA. Div. of Adolescent and School Health.
PUB DATE- 01
NOTE- 97p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Athletics; Attendance; Comprehensive School Health Education; Elementary Secondary Education; Equal Opportunities (Jobs); Health Promotion; Privacy; *School Policy; Staff Development
IDENTIFIERS- Risk Reduction

This policy guide explains that every state and school district needs policies addressing serious issues raised by human immunodeficiency virus (HIV) infection. Chapter 1, "Developing Policy," discusses why policies are valuable, at what level policy belongs, and whether policies should be specific to HIV. Chapter 2, "Policy Recommendations," presents a preamble (the state/district/school shall strive to protect the safety and health of children and youth in their care, as well as their families, school employees, and the general public, and staff members shall cooperate with the public health authorities to promote these goals). It goes on to present nine areas of focus: school attendance, employment, privacy, infection control, HIV and athletics, HIV prevention education, related services, staff development, and general provisions. Chapter 3, "Engaging the Community," focuses on: a proactive communications plan; educating the community; a crisis management plan; and a plan for during a crisis (controversy management). It discusses whether school leaders should reveal that someone has HIV infection and what to do if a family wants to go public. The five appendixes include selected resources, state information sources, HIV transmission facts, suggested policy terms, and federal disability rights laws. (Contains 22 references.) (SM)

ED 465 736 SP 040 888

McFarland, Allison J.
360-Degree Feedback: Should This Corporate Assessment Tool Be Used in Interscholastic Sport?
PUB DATE- 01
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

period. It also proposed that the slope and intercept variances of athletic competence beliefs, valuing of athletics, and self-esteem would be significant. Participants were 865 elementary students who completed questionnaires each spring measuring their competence beliefs and subject task values about math and reading, instrumental music, and sports, as well as other constructs including self-esteem. Data analysis indicated that the declines in both sport competence beliefs and the value of athletics over the 3-year period were statistically significant. As students learned they were not as competent athletically as they once believed, they may have compensated for the decline with a proportional decline in the perceived value of athletics. The hypothesis that self-esteem would remain stable received only mixed support. (Contains 54 references.) (SM)

ED 465 755   SP 040 908

Maliski, Susanne; Bartell, Carol; Gathercoal, Paul
Infusing Technology throughout Teacher Education.
PUB DATE- 02
NOTE- 20p.; Paper presented at the Annual Meeting of the Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Literacy; *Computer Uses in Education; *Educational Technology; Elementary Secondary Education; Higher Education; Preservice Teacher Education; Teaching Methods
IDENTIFIERS- California Lutheran University

This paper reports on overall accomplishment in meeting goals for technology infusion at California Lutheran University's School of Education, using evaluation data collected over 3 years. Data came from surveys completed by administrators, faculty, and students about their experiences using technology at baseline (1997) and over the next 3 years. Results indicated that students used e-mail often, and this use increased dramatically over the study period. Word processing as a tool also increased over time. The use of database applications, spreadsheets, and word processing slowly increased as a course requirement over time. Students' beliefs that more technology was needed in the School of Education declined over time, as did their beliefs that the use of video recorders and videotapes helped in understanding course material and that distance learning enhanced the learning experience. The overall analysis indicated that the use of technology was being integrated at a rate that was comfortable for most students, and that students were less likely to feel that more technology was needed in teaching and learning in the School of Education. (Contains 16 figures and 35 references.) (SM)

ED 465 756   SP 040 909

Hymel, Glenn M.
Advancing Massage Therapy Research Competencies: Dimensions for Thought and Action.
PUB DATE- 01
NOTE- 22p.; Poster presented at the Annual Meeting of the American Massage Therapy Association (Quebec, Canada, October 17-21, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

efficacy, and self-perceptions of intrinsic motivation. Archival data were collected on attendance, disciplinary actions, and grade point average. As predicted, more positive attitudes toward self and school were significantly related to several indicators of engagement. However, several attitudinal predictors of school engagement functioned differently as a function of adolescents' grade level, gender, or ethnic identification. This paper presents only the first round of analysis, but findings to date indicate that schools must sustain a climate that promotes a positive attitude in students of all ethnicities and thus encourages student engagement in learning. (Contains 3 figures, 2 tables, and 21 references.) (SLD)

ED 465 775   TM 034 160

Creamer, Elizabeth G.
Collaborators' Attitudes about Differences of Opinion.
PUB DATE- 02
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitudes; *Cooperation; *Individual Differences; *Opinions; *Researchers; *Writing for Publication
IDENTIFIERS- *Literary Collaboration

The attitudes of long-term collaborators on research publications about the negotiation of substantive differences of opinion were studied. Long-term collaborators were those who had co-authored publications with another academic for 10 years or more. Multiple sources of data collected from both members of 12 collaborative pairs included interviews and analysis of selected publications and the curriculum vitae of each member of the pair. Participants' responses to how they negotiated substantive differences of opinion with the collaborative partner could be grouped on a continuum defined as "Like Minded," five pairs who thought significant differences of opinion were unlikely, Triangulators, three pairs who thought differences were not likely to be about important issues, and Multiplists, four pairs who thought differences of opinion would be frequent and expected. Sixteen of the 24 downplayed the suggestion that they and the collaborative partner experienced significant differences of opinions. Differences in disciplinary training seemed to offer little by way of insight into how members of long-term collaborative pairs viewed differences of opinion. It is hypothesized that members of the first group deny experiencing significant differences of opinion because they began the relationship thinking alike or grew to do so over time. Members of the second group are so familiar with the others' thinking that they are aware that they see the same question from a slightly different angle, and members of the third group see differences as routine because they know each other well enough to recognize their differences. (SLD)

ED 465 776   TM 034 161

Gates, Gordon S.; Lichtenberg, Kristi
Use of Accountability Data for Decision-Making in Texas Bilingual Education Programs: An Examination of the Conduct Factor.
PUB DATE- 02

online and paper ratings were compared for 74 course sections. The online response rate for this subset of courses was 50%, while the paper response rate was 71%. The third pilot, in fall 2000 included 47 course sections and 3,076 students, with a response rate of 62%. The fourth pilot study was planned for winter 2002. Findings from the three initial studies do not indicate that length of the form was a factor in low response rate. Low response rates were not negatively biased; students who were dissatisfied were no more likely than others to respond online. Results of the studies support the findings of previous research that students are more likely to respond if they believe the ratings will be used for decisions about courses and faculty. As current response rates approach 70%, and research shows ways to increase response rates, online student ratings are likely to succeed at Brigham Young University. (SLD)

ED 465 795   TM 034 180

Carifio, James; Eyemaro, Bennie
The Development and Validation of a Measure of Relational Leadership.
PUB DATE- 02
NOTE- 38p.; Paper presented at the Annual Meeting of the New England Educational Research Association (North Hampton, MA, April 22-24, 2002). Appended questionnaires contain small print.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Correlation; *Elementary School Teachers; Elementary Secondary Education; Factor Structure; *Instructional Leadership; Likert Scales; *Secondary School Teachers; Trust (Psychology)
IDENTIFIERS- Leader Member Exchange; *Relational Leadership

This study reports the development and validation of the Relational Leadership Questionnaire (RLQ). The consensus attributes of relational leadership are that the relational leader is caring, empowering, ethical, inclusive, and has vision. For each of these five attributes, 10 Likert items were written using a 7-point response scale. These 50 items were administered to 141 high school teachers. Five factors were found for the RLQ, and the 5 items with the highest factor loadings for each attribute were retained for the confirmatory study. A confirmatory study was done with 434 elementary, middle, and high school teachers who responded to the Leader-Member Exchange (LMX) scale (R. Liden and J. Maslyn, 1998), the known marker scale, and Mayers trust scale (R. Mayer and others, 1999). The hypothesized correlations with the LMX and trust scales were obtained as were the expected factor structures. The RLQ was in general validated, but gender, teaching level, and teaching experience were found to influence factor structure and scores on all three instruments significantly. The meaning and implications of these findings are discussed as they are important to both research on and theories of leadership. (Contains 12 tables and 15 references.) (SLD)

ED 465 796   TM 034 181

Haefner, Leigh Ann; Zembal-Saul, Carla; Avraamidou, Lucy
Supporting Prospective Elementary Teachers in Developing Scientific Explanations Using "Progress Portfolio."

Delaware Student Testing Program: A Score Results Guide for Parents.
PUB DATE- 01
NOTE- 45p.; Document Number 95-01/01/06/05. For the 2000 score results guide, see ED 455 268. Appendix may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Standards; Elementary Secondary Education; *Parents; *Scores; State Programs; State Standards; Test Construction; Test Interpretation; *Test Results; Testing Programs
IDENTIFIERS- Delaware; *Delaware Student Testing Program

This report is intended to help parents understand the Delaware Student Testing Program (DSTP) and the reports it generates. The tests of the DSTP are tied to the Delaware content standards that define the knowledge and skills required for students to succeed beyond high school. In spring 2001, the DSTP reading, writing, and mathematics tests were administered as they are annually, and administration of the Social Studies tests was planned for October 2001. Section 1 of this report introduces the DSTP and the reports stemming from it and answers some common questions about the program. Section 2 focuses on the English Language Arts report, and gives information about norms, score comparisons in reading and writing, an explanation of percentile ranks, and an explanation of performance levels and cut points. Section 3 provides similar information for mathematics, and section 5 contains equivalent information for Science and Social Studies. Section 5 is a detailed discussion of understanding reading and mathematics at all tested grades. Section 6 contains some suggestions to help students improve in school. An appendix contains sample reports. (SLD)

ED 465 817 TM 034 206

Delaware Student Testing Program: A Score Results Guide for Educators.
PUB DATE- 01
NOTE- 65p.; Document Number 95-01/01/06/06. For the score results guide for 2000, see ED 455 267. Appendix may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Standards; Achievement Tests; Elementary Secondary Education; *Evaluation Utilization; *Scores; State Programs; State Standards; *Teachers; Test Construction; Test Interpretation; *Test Results; Testing Programs
IDENTIFIERS- Delaware; *Delaware Student Testing Program

This guide contains information to help teachers understand and use reports from the Delaware Student Testing Program (DSTP). The DSTP is designed to be a measure of progress toward Delaware's content standards that helps ensure that students can apply their academic skills to realistic, everyday problems. The DSTP aims to promote better instruction and curriculum and to identify student weaknesses. In spring 2001, the DSTP tests were given in reading, writing, and mathematics

Schools. The CSR program is a federal initiative to help elementary schools improve student learning by hiring additional teachers. Qualitative data were collected using unstructured interviews, site observations, and document analysis. The data examined the impact of CSR on students, teachers, and parental involvement. A management-oriented evaluation model was used to conduct the quantitative or outcome part of the study. The continuous assessment system of Jefferson county and the state of Kentucky provided data collection and instruments. Students were matched by schools with similar socioeconomic characteristics, schools that participated in the assessment at the beginning and end of the school year, and schools having both regular and reduced class size. Results indicated that after the 1-year intervention in third grade, the CSR program did not increase student learning as measured by mathematics and reading standardized tests. Typical implementation strategies used were self-contained classrooms with fewer students and collaborative models with small group activities. The CSR resulted in higher teacher job satisfaction and morale and higher parent participation levels. (Contains 36 references.) (SM)

ED 465 838 UD 035 093

Hart, Philip S., Ed.
Race, Ethnicity and Public Education.
PUB DATE- 02
NOTE- 143p.; Theme issue. For the 1998 Trotter Review, see ED 442 899.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Black Students; Child Development; Cultural Awareness; Culturally Relevant Education; Democracy; Diversity (Student); Dropouts; Educational Environment; Educational Quality; Elementary Secondary Education; Equal Education; Ethnicity; Gifted Disadvantaged; High Stakes Tests; Higher Education; Hispanic American Students; Instructional Leadership; *Minority Group Children; Nontraditional Education; Preservice Teacher Education; *Public Education; *Racial Factors; School Administration; Selective Admission; Social Class; Special Education; Student Evaluation; Teacher Attitudes

This theme issue contains papers on race and ethnicity in public education: "Introduction" (Philip Hart); "Toward Democratic Education: The Importance of Culturally Responsive Leadership in 21st Century Schools" (Donna M. Davis); "Improving the Selection Process for Identifying Gifted Ethnic Minority Children" (John Dillard and Nettye R. Brazil); "High-Stakes Tests Require High-Stakes Pedagogy" (Randy Lattimore); "Over-Representation of African-American Students in Special Education: The Role of a Developmental Framework in Shaping Teachers' Interpretations of African-American Students' Behavior" (Valerie Maholmes and Fay E. Brown); "Why Malik Can 'Do' Math: Race and Status in Integrated Classrooms" (Jacqueline Leonard and Scott Jackson Dantley); "Race, Ethnicity, Class, and School Dropouts: A Policy Perspective" (Richard Verdugo); "Alternative School Administrators 'At Risk': What Does It Mean for Children?" (Christopher Dunbar, Jr.); "The Impact of a Culturally Responsive School Environment on Pre-Service Teachers' Willingness To Teach in the School" (Delois Maxwell); "Tribute to Dr. Harold Horton" (Trevor L. Clement); and "Commentary" (Tanya Hart). (Papers contain references.) (SM) general provisions. (SM)

ED 465 858 UD 035 165

Rumbaut, Ruben G., Ed.; Portes, Alejandro, Ed.
Ethnicities: Children of Immigrants in America.
SPONS. AGENCY- Andrew W. Mellon Foundation, New York, NY.; Spencer Foundation, Chicago, IL.; National Science Foundation, Arlington, VA.; Russell Sage Foundation, New York, NY.
PUB DATE- 01
NOTE- 325p.; For the companion volume, "Legacies: The Story of the Second Immigrant Generation," see ED 462 490.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Acculturation; Asian Americans; Cubans; *Cultural Differences; *Diversity (Student); Elementary Secondary Education; Haitians; *Immigrants; Mexican Americans; Minority Group Children; Refugees; Vietnamese People
IDENTIFIERS- California (San Diego); Filipinos; Florida (Miami); Generation Effect; Nicaraguans; West Indians

This collection of papers by leading scholars in immigration studies shows how the children of immigrants in diverse groups are faring and assimilating in the United States. The 10 papers are (1) "Introduction--Ethnogenesis: Coming of Age in Immigrant America" (Ruben G. Rumbaut and Alejandro Portes); (2) "The Demographic Diversity of Immigrants and Their Children" (Leif Jensen); (3) "Mexican Americans: A Second Generation at Risk" (David E. Lopez and Ricardo D. Stanton-Salazar); (4) "Growing Up in Cuban Miami: Immigration, the Enclave, and New Generations" (Lisandro Perez); (5) "Nicaraguans: Voices Lost, Voices Found" (Patricia Fernandez-Kelly and Sara Curran); (6) "The Paradox of Assimilation: Children of Filipino Immigrants in San Diego" (Yen Le Espiritu and Diane L. Wolf); (7) "Straddling Different Worlds: The Acculturation of Vietnamese Refugee Children" (Min Zhou); (8) "Shifting Identities and Intergenerational Conflict: Growing Up Haitian in Miami" (Alex Stepick, Carol Dutton Stepick, Emmanuel Eugene, Deborah Teed, and Yves Labissiere); (9) "Fade to Black? The Children of West Indian Immigrants in Southern Florida" (Philip Kasinitz, Juan Battle, and Ines Miyares); and (10) "Conclusion--The Forging of a New America: Lessons for Theory and Policy" (Alejandro Portes and Ruben G. Rumbaut). (Papers contain references.) (SM)

ED 465 859 UD 035 180

Thornton, Timothy N., Comp.; Craft, Carole A., Comp.; Dahlberg, Linda L., Comp.; Lynch, Barbara S., Comp.; Baer, Katie, Comp.
Practicas optimas para la prevencion de la violencia juvenil: Libro de referencia para la accion comunitaria (Best Practices of Youth Violence Prevention: A Sourcebook for Community Action).
PUB DATE- 01
NOTE- 239p.; A Publication of the National Center for Injury Prevention and Control. For the English version, see ED 457 290. With contributions from Lloyd B. Potter, James A. Mercy, Erica A. Flowers, and Joanne Klevens. For "The Prevention of Youth Violence: A Framework for Community Action," see ED 360 610.
LANGUAGE- Spanish
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

mathematical processes, and outcomes of the Common Curriculum Framework. Resources underwent an intensive review and were found to be the most suitable of those submitted. During this review, depth and teacher resources were identified for Applied Mathematics 10, 11, and 12. Breadth, depth, breadth and depth, and teacher resources were identified for Pure Mathematics 10, 11, and 12. WCP Key Resources are high quality learning and teaching resources that best address the philosophy and content of the outcomes embodied in the Common Curriculum Framework. These include resources in a variety of media and formats with the following characteristics: (1) Breadth identifies learning resources with the highest possible level of fidelity to the general and specific outcomes published for a course; (2) Depth identifies learning resources that address a limited range of general and specific outcomes for a cluster or set of clusters, but provide an especially effective learning experience for students; (3) Breadth and depth identify comprehensive learning resources that provide both the breadth and depth dimensions for a particular course; and (4) Teacher identified resources are those that assist teachers in the implementation of the Common Curriculum Framework and any courses derived from it. Each annotation includes series and title, resource designation, format, alternate format(s), cluster(s) grids, annotation, comments, cautions, system requirements, audience, course(s) grid, mathematical process(es) grid, and strand(s)/substrand(s) grid. (MM)

ED 465 512 SE 066 044

Tinker, Robert F., Ed.; Krajcik, Joseph S., Ed.
Portable Technologies: Science Learning in Context. Innovations in Science Education and Technology.
PUB DATE- 01
NOTE- 196p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Educational Technology; Elementary Secondary Education; Graphing Calculators; *Laboratory Equipment; *Problem Based Learning; Problem Solving; Science Activities; Science Experiments; Science Instruction
IDENTIFIERS- *Calculator Based Laboratories

Education has traditionally studied the world by bringing it into the classroom. This method can result in situated learning that appears to students to have no relevance outside the classroom. Students acquire inert, decontextualized knowledge that they cannot apply to real problems. The obvious solution to this shortcoming is to reverse the situation and bring the classroom to the phenomena--to learn in a rich, real-world context. The problem with the real world is that it is complex and filled with interactions that are hard to sort out. It is believed that the right tools might help students with this sorting process and result in learning in rich contexts. This book is an account of a series of experiments designed to explore the validity of this insight. Chapters include: (1) "Supporting Science Learning in Context: Project-Based Learning" (Joseph S. Krajcik); (2) "Incorporating Portable Technology to Enhance an Inquiry, Project-Based Middle School Science Classroom" (Ann M. Novak and Christine I. Gleason); (3) "Case Study at Mount Baker High School" (David Tucker); (4) "Curriculum Design Principles for Using Probeware in a Project-Based Learning Setting: Learning Science in Context" (Carolyn Staudt); (5) "Learning Science Content in a Project-Based Environment" (Joseph S. Krajcik and Mary Starr); and (6) "Educational Innovations in schools. The problems of recalling basic mathematics facts is documented through teacher surveys, parent surveys, student surveys, and scores obtained on timed pretests. Research of probable causes indicated lack of time given to practicing mathematics facts in school, inconsistent at home practice, and little emphasis of mathematics facts within the textbook. This research also indicated an ambivalence among teachers pertaining to the importance of practicing math facts in school. Because the literature review of solutions named pro position, con position, and ambivalent position on teaching basic mathematics facts, the researchers focused on the solutions of the pro position, specifically using music or game interventions daily. Students, parents, and teachers were given surveys to record attitudes about learning mathematics facts. A timed pretest of mathematics facts was administered to experimental and control groups to establish baseline data. Weekly two minute timed tests were given to the experimental groups. A Timed posttest was given to the groups to determine improvement in speed and accuracy. Based on the presentation and analysis of data on mastering basic mathematics facts, the results indicated an increase in the test scores from the pretest to the posttest for the targeted first, second, third, and fifth grade levels. This was true regardless of using the games or music as the intervention. Experimental and control group pretest and posttest scores were also compared. (Contains 50 references.) (Author/MM)

ED 465 534   SE 066 143

Hanson, Joyce
Improving Student Learning in Mathematics and Science through the Integration of Visual Art.
PUB DATE- 02
NOTE- 77p.; Master of Arts Action Research Project, Saint Xavier University and IRI/SkyLight Professional Development Field-Based Masters Program.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Academic Achievement; *Art Education; Grade 4; Innovation; *Integrated Curriculum; Intermediate Grades; *Intervention; Mathematics Education; Science Education; Visual Arts

This report describes a program for increasing students' learning in mathematics and science through the integration of visual art. The targeted population consisted of 30 fourth grade students from a middle class neighborhood located in a large suburban Midwestern city. The problem for the intervention was documented in math and science report card grades from the previous year and in the math scores taken from the standardized ISAT. Pre- and posttest assessment will be administered to measure growth. Analysis of probable cause data revealed three probable causes that contributed to the need to improve learning in mathematics and science. Theses causes stem from the lack of teacher cooperation across curricular subjects, and lack of student motivation, which can be attributed to not identifying individual learning styles, talents, and abilities of the student. These causes consist of: (1) lack of academic value placed on visual art instruction, (2) pressure to achieve and maintain higher standardized test scores in core curriculum areas, and (3) the lack of identification and use of multiple talents and skills. These causes allow students to fall behind. Because the literature review of solutions cited these reasons for lack of integration

. Schlessinger Science Library. Videotape .
PUB DATE- 00
NOTE- 0p.; For other videotapes in series, see SE 066 251-261. Teacher's Guide available at http://www.libraryvideo.com.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- *Demonstrations (Science); *Density (Matter); Early Childhood Education; Elementary Education; Hands on Science; *Physical Sciences; Science Activities; Science Instruction; Videotape Recordings

Most children know how to describe an object--by color, size, and shape. Here they'll learn that all objects are made of matter and that all matter can be described with basic scientific properties--mass, weight, volume and density. Each of these properties is described using fun, real-life examples. With clear illustrations and hands-on activities, students will gain a basic understanding of the properties of matter. This 23-minute videotape correlates to the National Science Education Standards for Physical Science: properties of objects and materials, position and motion of objects, and light, heat, electricity, and magnetism. The program includes a teacher's guide. (MM)

ED 465 560 SE 066 253

All about Sound. Physical Science for Children TM . Schlessinger Science Library. Videotape .
PUB DATE- 00
NOTE- 0p.; Produced and directed by First Light Pictures, Inc. Executive producers were Andrew Schlessinger and Tracy Mitchell. For other videotapes in series, see SE 066 251-261. Teacher's guide available at http://www.libraryvideo.com.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- *Acoustics; Elementary Education; Hands on Science; *Physical Sciences; Science Activities; Science Instruction; Videotape Recordings
IDENTIFIERS- *Vibration (Noise)

Sound, like light, travels in waves. Young students (grades K-4) learn about the amazing journey of sound--from the source that creates the sound to the mechanics of the ear that enable it to be heard. Children discover why sound needs a "medium" to travel, why there is no sound in space, and how certain animals are able to "see" by using sound. A fun, hands-on activity and clearly illustrated diagrams help students learn these basic concepts. This 23-minute videotape correlates to the National Science Education Standards for Physical Science--properties of objects and materials; position and motion of objects; and light, heat, electricity, and magnetism. This program includes a teacher's guide. (MVL)

ED 465 561 SE 066 254

All about Electricity. Physical Science for Children TM . Schlessinger Science Library. Videotape .
PUB DATE- 00
NOTE- 0p.; For other videotapes in series, see SE 066 251-261. Teacher's Guide available at http://www.libraryvideo.com.

heard, but how? Did they travel directly to the ears? Perhaps they bounced off another object first or traveled through a different medium, changing speed along the way. Students learn how sound waves travel and about their properties, frequency, wavelength, amplitude and pitch. With a fun hands-on activity, this program illustrates the key concepts of sound and its properties. One of the 16 volumes in the Physical Science in Action series in the Schlessinger Science Library. Part of the Schlessinger Science Library in Action Collection. This title correlates to the National Science Education Standards for Physical Science-- properties and changes of properties in matter, motions and forces, and transfer of energy. This program includes a teacher's guide. (Author)

ED 465 584 SE 066 277

Flight. Physical Science in Action TM . Schlessinger Science Library. Videotape .
PUB DATE- 00
NOTE- 0p.; For other videotapes in series, see SE 066 251-261. Teacher's Guide is available from http://www.libraryvideo.com. Eleven-volume set can be purchased for $329.45.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- *Demonstrations (Science); *Gravity (Physics); Hands on Science; Intermediate Grades; Junior High Schools; *Physical Sciences; Science Activities; Science Instruction; Videotape Recordings
IDENTIFIERS- *Air Pressure

For thousands of years, humans dreamed of flying--but it isn't as easy as birds make it look. Students will learn about lift, gravity, thrust and drag--the forces that are used to get tons of steel off the ground and carry people thousands of miles before landing safely. They will also discover the role atoms and air pressure play in this amazing task as well as in other forms of flight. An interesting hands-on activity is included along with fun, real-life demonstrations to further illustrate these concepts. One of the 16 volumes in the Physical Science in Action series in the Schlessinger Science Library. Part of the Schlessinger Science Library in Action Collection. This title correlates to the National Science Education Standards for Physical Science-- properties and changes of properties in matter, motions and forces, and transfer of energy. This program includes a teacher's guide. (MM)

ED 465 585 SE 066 278

Alpha, Tau Rho, Ed.; Diggles, Michael F., Ed.
Teaching Earth Science. Digital Data Series. CD-ROM .
PUB DATE- 98
NOTE- 0p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Earth Science; *Earthquakes; *Geology; Higher Education; *Map Skills; Optical Data Disks; *Plate Tectonics; Science Activities; Science Instruction; Secondary Education

This CD-ROM contains 17 computer-generated teaching tools, 16

*Science Teachers

This paper shares the findings from four years of Eisenhower-funded research which identified conceptual obstacles and enabling strategies for interdisciplinary teams of grade 4-12 teachers to develop and implement integrated standards-based science and mathematics teaching and assessment plans in their classes that are effective in helping students learn. The program provided professional development for 80 teachers in 37 teams of science and mathematics teachers in 12 rural and urban school districts to develop and implement integrated teaching and assessment plans that follow the National Science Education Standards, Principles and Standards for School Mathematics, Benchmarks for Science Literacy, and Standards of Learning for Virginia Public Schools. Though the research investigated teaching and assessment, this paper focuses on strategies to enhance the teachers' critical analysis skills for assessing student learning. (Contains 46 references.) (Author/MVL)

ED 465 607 SE 066 329

Willden, Jennifer L.; Crowther, David T.; Gubanich, Alan A.; Cannon, John R.

A Quantitative Comparison of Instruction Format of Undergraduate Introductory Level Content Biology Courses: Traditional Lecture Approach vs. Inquiry Based for Education Majors.

PUB DATE- 02

NOTE- 23p.; In: Proceedings of the Annual International Conference of the Association for the Education of Teachers in Science (Charlotte, NC, January 10-13, 2002); see SE 066 324.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Biology; *Elementary School Teachers; Hands on Science; Higher Education; Inquiry; Introductory Courses; Lecture Method; Nontraditional Education; *Preservice Teacher Education; Science Instruction; *Teaching Styles; Undergraduate Study

The purpose of this study was to determine if there were any statistically significant differences in the pretest and posttest examination scores between students in two undergraduate biology classes taught in two fundamentally different praxes at the University of Nevada, Reno. Biology 100, an introductory biology course for non-majors, was taught in a traditional lecture and laboratory format. Biology 110 was a newly created course designed for elementary education majors using an approach recommended by the National Science Education Standards. This approach includes inquiry, collaborative work, and investigations. Data analyses should reflect any difference in students' understanding of the biological content presented in each course based upon final examination scores. The instructional format (inquiry and hands-on) used in the Biology 110 course for elementary education majors did prove to make a significant difference in biological content learned in the undergraduate course. (Contains 14 references.) (MVL)

ED 465 608 SE 066 330

Thompson, Stephen L.; Metzgar, Vicki; Collins, Angelo; Joeston, Melvin D.; Shepherd, Virginia

Examining the Influence of a Graduate Teaching Fellows Program on Teachers in Grades 7-12.

PUB DATE- 02

NOTE- 33p.; In: Proceedings of the Annual International vary due to changes in society, special geographic needs, or small school issues. This study is an analysis of information gathered during and following the first year of a mentoring program to determine how early-career teachers perceive the mentoring process and its outcomes. The successes and weaknesses of the program are reported and well as recommendations for future mentoring support programs. (Contains 10 references.) (MVL)

ED 465 630 SE 066 352

Hernandez, Patricia; Arrington, Jeff; Whitworth, Jerry
Professional Development for Elementary Science Teachers: Implications for Practice.
PUB DATE- 02
NOTE- 25p.; In: Proceedings of the Annual International Conference of the Association for the Education of Teachers in Science (Charlotte, NC, January 10-13, 2002); see SE 066 324.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; *Elementary School Teachers; *Faculty Development; Science Instruction; Science Teachers; *Summer Science Programs; *Teacher Improvement

This project's goal was to design a professional development model to improve the skills of elementary teachers in providing quality science instruction. Surveys have concluded that lack of training, time, and instructional materials are obstacles for elementary science teachers. Eight elementary schools in a mid-sized west central Texas school district were selected for the project. These eight schools had a student of color population of 40% or greater and the average pass rate on the reading section of the Texas Academic Assessment of Skills test was 10 percentage points lower than the district average. The preliminary survey of elementary teachers in this district identified the following needs for improving their ability to provide quality instruction in science: interaction with the science consultant and other resource personnel to enhance their instruction; increased science preparation to enhance their confidence as science teachers; and additional activities that correlate to the content area using inexpensive materials. To meet these needs, a Summer Institute was conducted with follow-up meetings during the succeeding academic year. These activities provided: (1) a deeper and practical understanding of, and skill at, application of the scientific method in life-science problem solving; (2) hands-on application of methods including time to assemble the needed supplies; (3) increased knowledge of specific life science content; (4) opportunities of the teachers to develop a shared vision of the goals and science vocabulary for each grade level; (5) equipment; and (6) reading resources and manipulatives and materials for classroom science activities. The Summer Institute focused on content mastery and application. Several guest speakers were utilized and teachers had opportunities for hands-on learning in how to teach science concepts. (Contains 28 references.) (MVL)

ED 465 631 SE 066 353

Upson, Leslie; Koballa, Thomas; Gerber, Brian
Preparing Science Specific Mentors: A Look at One Successful Georgia Program.
PUB DATE- 02
NOTE- 16p.; In: Proceedings of the Annual International

inaugural issue includes: "New from the Fed...FED 101: A Website Dedicated to Economic Education!" (Sharon Strahm); "Bring Your Students To See the Cash!" (Andrea Rohrke); "Q&A on the Economy--August 20, 2001" (Gary C. Zimmerman); and "The American Currency Exhibit: A Monetary Journey through Time" (Ron Weiss). (Contains a calendar of upcoming events.) The Spring 2002 issue contains resources such as: "Fun Facts and Trivia," "Get Them Talking," and "Get the Facts," which are activity prompts to encourage classroom discussion; "Q&A on the Economy: Prospects for 2002" (with Jack Beebe); "Web-Based Economics Resources for Classrooms" (Sharon Strahm); and "New from the Fed: Presenting...The Fed Today 'Lesson Plans'" (Lupe Jaramillo). (BT)

ED 465 656 SO 033 466

May, William Anthony
Teaching World Religions: A Report of FPRI's History Institute for Teachers.
PUB DATE- 01
NOTE- 6p.; Theme issue.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Global Approach; High Schools; Higher Education; *Institutes (Training Programs); *Professional Development; *Religion; *Religion Studies; Secondary School Teachers; Social Studies; World Problems
IDENTIFIERS- *World Religions

The growing demand for guidance on teaching about the world religions in U.S. high schools and colleges over the past few years prompted the Foreign Policy Research Institute (FPRI) to devote its seventh annual History Institute, April 2001, to exploring the topic. The institute brought together university faculty and 44 high school teachers from 16 states to discuss the best recent scholarship on world religions and how that scholarship can be used the classroom. FPRI has long recognized the key role that religion plays in international affairs. Recent headlines on terrorism and conflict in the Middle East underline the point. A world religion is one with a global following not restricted to members of a particular society, nation, or culture. By that definition, there are three world religions today: (1) Christianity; (2) Islam; and (3) Buddhism. The institute attendees did not question whether religious studies belonged in the curriculum but rather how it should be presented as a vital part of the humanities. The high school teachers agreed that studying about world religions is important to understanding so many other subjects in the curriculum and addresses fundamental questions that students ask regarding the meaning of life. The group concluded that developing an effective synthesis for the classroom remains the key challenge for teaching about world religions. (BT)

ED 465 657 SO 033 623

Reynolds, Richard J.
A Long View of the Literary Debate: E. D. Hirsch Jr. and His Forebears.
PUB DATE- 02
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

Sandmann, Alexa L.; Ahern, John F.
Linking Literature with Life: The NCSS Standards and Children's Literature for the Middle Grades. NCSS Bulletin.
PUB DATE- 02
NOTE- 137p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Childrens Literature; Content Area Reading; *Fiction; Learning Activities; Middle Schools; *Nonfiction; *Picture Books; Reading Comprehension; *Social Studies; *Thematic Approach
IDENTIFIERS- National Social Studies Standards; Response to Literature; *Trade Books

Three significant changes have impacted the teaching of social studies to young adolescents in the past decade: (1) development of the curriculum standards for social studies by the National Council for the Social Studies (NCSS); (2) growth in the number of middle schools, which are premised on the integration of content; and (3) expansive use of children's literature in social studies. This book is in response to those innovations which are explained in two parts: (1) provides a rationale for using trade books in social studies and details strategies for nurturing students' reading comprehension; and (2) provides annotations for more than 250 trade books, along with ideas for classroom use, and recommends 150 additional titles. An index by title and an index by subject are also included. (BT)

ED 465 678 SO 033 876

de Oliveira, Walter
Working with Children on the Streets of Brazil: Politics and Practice.
PUB DATE- 00
NOTE- 256p.; Co-published simultaneously as "Child & Youth Services," Volume 21, Numbers 1/2 2000.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Developing Nations; Educational Needs; Foreign Countries; Health Needs; *Homeless People; Public Policy; *Social Agencies; Social Science Research; *Social Work; *Youth Problems
IDENTIFIERS- *Brazil (Rio de Janeiro); Social Education; *Street Children; Throwaway Children; Youth Service

The street children of Brazil live in unimaginable poverty and squalor, stealing jewelry or selling their bodies to survive, wandering homeless and untaught, pursued by death squads who clean up the streets by washing them with blood. The street youthworkers interviewed for the in-depth study delineated in this book some inspired by the Catholic Church liberation theology movement, some employed by the Brazilian government or private agencies, continue their efforts to help and heal these children, often with remarkable success. Many of the issues discussed may be familiar to any social service worker, including: the problems of how to identify, classify, and count the children of the streets; the reasons children leave or lose their homes; the implications of policy decisions and socioeconomic forces on the children's lives; the clash between law-and-order advocates and social service professionals; the

Grades; Intervention; *Learning Processes; *Multiple Intelligences; Pretests Posttests; Program Development; *Social Studies; *Student Interests; Student Surveys
IDENTIFIERS- United States (Midwest)

This action research paper describes a program initiated by teacher researchers to improve academic achievement and interest in social studies. The targeted group consisted of fifth graders in a lower middle class community in the Midwest. Analysis of the problem-causes data show three main factors: curriculum, attitude, and effect. In regard to curriculum, the study shows that: (1) the curriculum does not fit the multiple intelligences (MI); (2) many teachers do not want to change or are not trained in teaching using the MI; and (3) there is a lack of authentic assessment readily available to teachers. The second factor is attitude. Teachers teach using their strongest biases, and the Western education system emphasizes math and verbal education. The third factor is effect. Students were not using what they have learned or their full potential, and many teachers were unaware of their students' talents. The literature review of instructional solutions named these categories: Instructional, Behavioral, and Interest. The researchers focused on the MI solution, specifically, the intervention of the MI approach to social studies. The intervention occurred from September 2001 to December 2001. Fifth graders would increase student achievement and interest, by participating in multiple intelligence activities. Evaluation was by pre- and post-tests, and surveys. Results showed that interest in social studies increased 11% as evidenced by the student observation checklist and the climate surveys. Average achievement grade on the post-test in the experimental class was 77% as opposed to the control classroom's average grade of 70%. Appended are: Parent Letter; Consent to Participate; Social Studies Pre-/Post-Interest Survey; Seven Multiple Intelligences Quiz; Scoring of the Quiz; Native American Test: You Know about Native Americans Test; and Multiple Intelligence Survey. (Contains 24 references, 7 figures, and 8 tables.) (Author/BT)

ED 465 697   SO 033 900

Maldonado, Nancy L.; Lacey, Candace H.
Becoming a Footnote to History: A Conversation with Morris Dees.
PUB DATE- 02
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Beliefs; *Individual Development; Interviews; Social Cognition; *World Problems
IDENTIFIERS- Biodata; *Dees (Morris); Moral Education; Moral Orientation; *Southern Poverty Law Center

For over 30 years, Morris Dees and his colleagues at the Southern Poverty Law Center (SPLC) have worked to combat domestic fear and hate through litigation and education. In a 1998 interview, Dees shared his beliefs about how individuals and groups can make a positive difference, as well as the role history plays in identifying heroes. This paper introduces the work of Morris Dees, providing a review of his biography, a description of the Southern Poverty Law Center in Montgomery, Alabama, and some of his perspectives about current problems. The paper suggests that Morris Dees's ideas about violence and hate and ways of combating these problems are relevant to current international issues such as those raised by the events of September 11,

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Techniques; *Conflict Resolution; Contracts; Elementary Secondary Education; *Ethical Instruction; *Ethics; Higher Education; Interpersonal Competence; *Preservice Teacher Education; Student Behavior; Teacher Student Relationship
IDENTIFIERS- Caring; Learning Communities; *Mediation Techniques

Teachers make ethically-related assumptions when designing and implementing classroom management plans. Teacher education programs often promote the practical values of order, prevention, and efficient intervention. It is important that they also stress the value of encouraging social-cognitive development in pro-social directions. This paper recommends that teacher educators: model, convey, and scaffold classroom management practices that will enable future teachers to create a caring community of learners; contract for individual differences, rewarding approximations to the goal; and teach and provide opportunities for guided practice in constructivist interpersonal conflict resolution. The caring community of learners is encouraged by the teaching and implementation of classroom meetings. When future teachers are taught mediation skills, they expand their own communication skills, self-regulation, perspective-taking, and facilitative language vocabularies. Ethical practice involves rewarding approximations toward the desired goal. Once rules are devised, a private contract can be created describing the target behavior and providing encouragement and recognition for small accomplishments. Teachers can provide a model for in-class guided practice in conflict resolution that supports and is in concert with the classroom discipline plan. Once teachers have experienced training in mediation, they can serve as models for students. (SM)

ED 465 717   SP 040 747

Ewald, Wendy
I Wanna Take Me a Picture: Teaching Photography and Writing to Children.
PUB DATE- 01
NOTE- 176p.; Co-authored by Alexandra Lightfoot. A Lyndhurst Book.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Creative Teaching; Elementary Secondary Education; *Literacy Education; Photographs; *Photography; Reading Skills; Teaching Methods; Thinking Skills; Writing Skills

Drawing on the author's classroom experiences and the curriculum in a program she established called "Literacy through Photography," the book presents a guide to teaching children to express themselves with photographic images. The book includes over 60 black and white photographs as well as anecdotes about the author's work. Five sections follow the process used in the classroom. They are: "Learning to Read Photographs"; "Literacy through Photography"; "Getting Technical"; "Using Photography in the Classroom"; and "Using Photography in Communities." These chapters focus on learning to read photos, framing, symbols, time, the camera, the darkroom, film, negatives, prints, and writing about the images that have been created.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; Evaluation Methods; *Feedback; Higher Education; Performance Based Assessment; *Physical Education Teachers; *Teacher Evaluation
IDENTIFIERS- *360 Degree Feedback

Many corporations use the 360-degree feedback process to evaluate colleagues. This feedback process attempts to improve organizational performance by increasing the range of data included in employee appraisal. If well executed, it can accurately assess performance in strategically important competencies, establish accountability for documented outcomes, and foster employee development. As the 360-degree feedback process becomes more common, organizations adopting it have chosen different methods of using feedback data. Data suggest that multirater systems are used most frequently in the corporate environment to enhance personal development and growth. For athletic departments whose structure and philosophy are consistent with the purpose of a 360-degree multirater system, 13 guidelines are important (e.g., 360-degree feedback systems should be part of the district's strategic effort, the ideal way to put this system in place is to start from the top down, utilize feedback carefully, and make mentoring an essential component of the process). Whether an athletic department is an appropriate fit for a multirater appraisal system can be determined through open communication and discussion regarding the district/school environment, including the amount of bureaucratic control, level of collegiality among coaches and administrators, and task interdependence needed to achieve organizational goals and objectives. (Contains 15 references.) (SM)

ED 465 737   SP 040 889

McFarland, Allison J.
Altering the Evaluation Process of Interscholastic Coaches Based on Alternative Classroom Teacher Appraisal Methods.
PUB DATE- 01
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Alternative Assessment; *Athletic Coaches; Educational Research; Evaluation Methods; *Extramural Athletics; High Schools; Principals; *Teacher Evaluation

Regardless of whose primary responsibility it is to direct the activities of a school's athletic department, if there is trouble, it becomes the responsibility of the school administrator. Many problems emanating from the coaching staff can be avoided or minimized by utilizing current educational philosophies used for classroom teacher appraisal. Like classroom teachers, coaches must set goals, maintain the team, handle conflict, and teach skills. A coach's job, although more visible than that of a classroom teacher, is fundamentally that of a teacher. Based on this premise, application of educational research regarding supervision and evaluation of the classroom teacher makes a natural crossover to the athletic field. In its process, evaluating a coach should be no different than evaluating a classroom teacher. From a practical perspective, the processes used to evaluate a coach may prove to be more crucial than those used with contracted teachers. While administrators may not be familiar with all the intricacies of the sport of wrestling, for example, their knowledge of

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Research Methodology; Research Skills; Scientific Research
IDENTIFIERS- *Massages; Nontraditional Medicine; Professionalization

Two major developments in the therapeutic massage and bodywork profession have recently brought to the forefront the issue of research competencies. The profession has been called to a potentially heightened level of credibility. One challenge to the profession's development is that of coordinating the various curricular, instructional, organizational, and resource dimensions essential to advancing massage therapy research competencies. The paper suggests a multi-dimensional framework intended to initiate critical discussions of how to proceed. The framework's eight dimensions are: curricular and instructional contexts for teaching massage therapy research competencies (MTRCs); application tasks for demonstrating MTRCs; learning activities for enhancing MTRCs; print, electronic, and personal resources for promoting MTRCs; types of massage therapy research in documents; potential research strategies; potential areas of inquiry in massage therapy research; and organizational contexts for supporting massage therapy research. (Contains 15 references.) (SM)

ED 465 757 TM 033 896

Shore, Arnold; Pedulla, Joseph; Clarke, Marguerite
The Building Blocks of State Testing Programs. Statement Series.
PUB DATE- 01
NOTE- 15p.; Statement Series editor, Marguerite Clarke.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Criteria; Educational Testing; Elementary Secondary Education; Information Dissemination; *Program Development; Research Design; Standards; *State Programs; *Test Construction; Test Use; *Testing Programs

To ensure that educational tests do the least harm and bring the greatest good to the education of elementary and secondary school students, it is important that parents, teachers, educational administrators, and policy makers be actively involved in test construction and use. The purpose of this Statement is to provide a checklist of some components of large-scale testing programs and the choices they represent. This first part of the Statement describes six basic building blocks of state testing programs: (1) stakes levels (high, medium, or low); (2) performance standards; (3) information dissemination; (4) involvement of teachers; (5) technical design and data; and (6) range of measures used to assess educational performance. The second part demonstrates with two simple examples how these building blocks can be put together to form two very different state testing programs. The first scenario is essentially a developmental approach to learning and assessment, while the second scenario is a joint political and educational approach to setting educational standards and assessing educational outcomes. The six building blocks that are highlighted reflect the main dimensions along which current state testing programs differ and around which most debate and controversy occur. (SLD)

ED 465 758 TM 033 897

NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Accountability; *Administrators; *Bilingual Education; *Decision Making; Educational Planning; Elementary Secondary Education; *Evaluation Utilization; *Research Methodology
IDENTIFIERS- *Texas; Texas Assessment of Academic Skills

The evaluation conduct factor involves matters such as whether correct methodology is being used, whether the measurements used are philosophically consistent with the goals of the program, timeliness, and format of the evaluation report, and whether recommendations provided in the report are usable. This study analyzed the conduct factor in the use of student data for decision making in Texas bilingual education programs. Surveys were completed by 93 directors of bilingual education programs, and survey data were merged with district data from the states information management system. Texas bilingual program directors reported that they do use data to improve education practices within their school districts. However, they do not use the wealth of data collected for reports to the state, but concentrate on a single component, Texas Assessment of Academic Skills (TAAS) data. Examination of district practices shows that the use of only one source of data is not a sound educational practice, but the valuing of TAAS data over any other data type may actually be quite rational because these data are the only ones used by the state to determine school ratings. Survey results do show the importance of three components of the conduct factor: (1) a strong belief in using Spanish for instruction associated with higher levels of use of Spanish norm-referenced testing data; (2) correlation between data use and data availability; and (3) the great emphasis on TAAS data. (Contains 27 references.) (SLD)

ED 465 777 TM 034 162

Allen, Louise Anderson
Dewey's Disciples: "Progressive" Reformers in a Conservative New South.
PUB DATE- 02
NOTE- 50p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Historical Materials (060),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Change; Educational History; *Educational Philosophy; Elementary Secondary Education; Females; Minority Groups; *Progressive Education; *Teachers
IDENTIFIERS- Clapp (Elsie Ripley); *Dewey (John); *United States (South)

The educational philosophy of John Dewey converted a number of educators who became his disciples. This paper focuses on four female educators who followed Dewey's teachings in schools in the U.S. South and some other Southern Progressive schools based on Dewey's principles. Dewey's philosophy of a child-centered education rooted in a school community was a major influence in the work of Celestia Susannah Parrish at the Muscogee Elementary School in Georgia. Parrish studied with Dewey in 1898 and 1988 and brought his principles to Georgia. Marietta Pierce Johnson, born during the Civil War, was another educator who drew on Dewey's work in her School of Organic

PUB DATE- 02
NOTE- 41p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (New Orleans, LA, April 7-10, 2002).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; *Elementary School Teachers; Higher Education; *Portfolios (Background Materials); Preservice Teacher Education; *Preservice Teachers; *Scientific Principles
IDENTIFIERS- *Explanations

In this study, the nature of scientific explanations generated by two groups of prospective elementary school teachers were studied in the context of a life science course. Both groups participated in long-term investigations of insect cultures in which they crafted testable questions based on observations, designed experiments, collected and interpreted data, constructed explanations and explored alternatives, and communicated their explanations to peers. One group used the Progress Portfolio, a tool designed to promote reflective inquiry. It is a software shell that allows teachers to craft templates that are used by students to guide them through complex tasks. Twenty-five prospective teachers, in four small groups (two to four teacher candidates) each semester participated, approximately half in a Progress Portfolio semester, and the rest in a semester not using Progress Portfolio. Findings show substantial differences in the scientific explanations developed by prospective teachers who used Progress Portfolio and those who did not. In the non-Progress Portfolio semester, none of the four groups were able to generate an evidence-based explanation for their experimental findings. The four groups in the Progress Portfolio semester developed an explanation for the results of their long-term science investigations. The scaffolds in the Progress Portfolio were useful for making connections between an existing knowledge base and what was being learned from the investigation. Nine appendixes contain some sample pages from the prospective teachers developed pages. (Contains 41 references.) (SLD)

ED 465 797   TM 034 183

Wei, Helen H.
Teachers' Responses to Policy Implementation: Interactions of New Accountability Policies and Culturally Relevant Pedagogy in Urban School Reform.
PUB DATE- 02
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accountability; *Cultural Awareness; Cultural Differences; *Culturally Relevant Education; Educational Change; *Educational Policy; Elementary Secondary Education; *Multicultural Education; Program Implementation; Standardized Tests; Teacher Administrator Relationship; Urban Education

This paper explores how new accountability policies interact with culturally relevant teaching at the classroom level. When at all tested grades, and the science and social studies tests were administered in grades 8 and 11, with the grades 4 and 6 science and social studies tests scheduled for October 2001. The first section of this report introduces the DSTP and its reports and answers some commonly asked questions. The second section focuses on the English Language Arts report, discussing the grades tested, testing dates, test form used, and norms. Score comparisons, percentile ranks, instructional needs, and performance levels are discussed. Section 3 contains similar information for the mathematics report, and section 4 describes the science and social studies report. Section 5 contains a discussion of understanding reading and mathematics in grades 2, 4, 6, 7, 9, 11, and 12. An appendix contains sample reports. (SLD)

ED 465 818   TM 034 207

Establishing Proficiency Levels for the Delaware Student Testing Program in Science and Social Studies, Grades 4 & 6. Report and Recommendations to the Delaware State Board of Education.
PUB DATE- 02
NOTE- 52p.; Document Number 95-01/02/01/19.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Academic Standards; *Cutting Scores; *Judges; *Standard Setting; State Programs; State Standards; *Testing Programs
IDENTIFIERS- Delaware; *Delaware Student Testing Program

This document contains the results of a standard setting conducted in January 2002 on the Delaware Student Testing Program (DSTP) Science and Social Studies tests at grades 4 and 6. Each standard setting process entailed convening four groups, one for each grade level and content area, and each group met for 2 days. At the standard setting judges were asked to recommend only the cut point between Below the Standard and Meets the Standard, and the cut point between Meets the Standard and Exceeds the Standard. Judges were asked only to recommend two of the necessary four cut points because the cognitive overload of setting four distinct cuts was too much to accomplish in 2 days. The Department of Education used the results to calculate the remaining two cut points using the cuts established by the judges and the standard error measure to do so. Judges were asked to think of the cut point between Meets the Standard and Below the Standard as the line that delineates students whose performance is good enough from those who might need additional help. This distinction is important because it differs from a cut point that might distinguish failing from passing students. Five appendixes contain information about the judges, a data comparison with the previous year, disaggregations of data, and a survey of standard setting participants. (Contains 6 figures and 13 tables.) (SLD)

ED 465 819   TM 034 208

Delaware Student Testing Program: State Report for 2001 DSTP Writing Assessment.
PUB DATE- 02
NOTE- 30p.; Document Number 95-01/02/02/08. For the 2000 DSTP writing assessment report, see ED 455 270.
LANGUAGE- English

ED 465 839   UD 035 095

de Leon, Anne Grosso
The Urban High School's Challenge: Ensuring Literacy for Every Child. 2002 Carnegie Challenge.
PUB DATE- 02
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Apprenticeships; Disadvantaged Youth; *Equal Education; Government Role; *High School Students; High Schools; *Literacy Education; *Reading Skills; Talent Development; *Urban Schools
IDENTIFIERS- Genre Approach

As demands for more complex literacy skills have increased, and competition in economic and technological arenas at home and abroad have grown more intense, many U.S. students enter high school with literacy skills unequal to this challenge. In U.S. society, where the information base doubles every 5 years, an educated citizenry is essential. Literacy gaps between advantaged and disadvantaged people are growing. While the general population is aspiring to unprecedented higher literacy levels, progress in achieving these levels has stagnated. Congress and the federal government have recognized the importance of reducing gaps in literacy between advantaged and disadvantaged groups and have declared reading a national priority and committed significant funding. School districts nationwide have begun to address the need for effecting systemic change in the teaching of reading to high school students. This report describes some of the approaches being used, which include the genre approach, the disciplinary approach, the talent development approach, and the apprenticeship approach. (SM)

ED 465 840   UD 035 096

Howell, William G.; Peterson, Paul E.
The Education Gap: Vouchers and Urban Schools.
PUB DATE- 02
NOTE- 320p.; With Patrick J. Wolf and David E. Campbell.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Black Students; *Educational Vouchers; Elementary Secondary Education; Low Income Groups; Parent Attitudes; Private Schools; Public Schools; School Choice; Scores; *Urban Schools
IDENTIFIERS- Achievement Gap; Dayton Public Schools OH; District of Columbia; District of Columbia Public Schools; New York City Board of Education; New York (New York); Ohio (Dayton); San Antonio Independent School District TX; Texas (San Antonio)

This book presents the results of research on the effects of vouchers on African American students' achievement in Washington, DC, New York, New York, Dayton, Ohio, and San Antonio, Texas. At the conclusion of a 3-year evaluation, test scores of African American students in New York City's privately funded voucher programs were substantially higher than test scores of comparable public school students. The difference was large enough to erase almost half of the achievement gap between African American and white students. Scores of students of other ethnic backgrounds in New York City

(055),Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Adolescent Behavior; *Adolescents; Child Behavior; Child Development; *Children; Community Involvement; Family Involvement; Home Visits; Mentors; Parent Participation; Program Development; Program Evaluation; Social Cognition; *Violence

IDENTIFIERS- *Risk Reduction; Risk Taking Behavior

The Spanish-language version of this best practices sourcebook builds on a 1993 publication, "The Prevention of Youth Violence: A Framework for Community Action." It offers insight into tested strategies to prevent violence by children and adolescents. It was developed with input from people working to prevent youth violence and people whose positions made them likely to play a role in violence prevention efforts. Researchers interviewed teachers, school administrators, members of community-based organizations, employees and volunteers at social service agencies, health department personnel, program planners and practitioners, and researchers from universities across the United States regarding what they would like to see in a sourcebook. They also conducted an extensive literature review on youth violence prevention. Chapter 1 reviews general principals of intervention planning, implementation, and evaluation. Chapter 2 builds on the experiences of others who have worked to prevent violence by children and adolescents, discussing the best practices of four key youth prevention strategies (parent- and family-based, home-visiting, social-cognitive, and mentoring strategies). This chapter also includes resources and more information about programs using these practices. Two appendixes offer a youth violence fact sheet and a public health approach. (Chapters contain references.) (SM)

Portable Technologies" (Stephen Bannasch). (MVL)

ED 465 513 SE 066 089

Ediger, Marlow
Science Education Online.
PUB DATE- 02
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Curriculum; Distance Education; *Educational Technology; Higher Education; *Science Education; Teacher Education

Offering courses online is a big trend in today's teacher education. This new trend requires students' self development, achievement, and growth. This paper discusses courses that can be offered online and their criteria, and the quality of science courses and the standards they need to meet. (Contains 10 references.) (YDS)

ED 465 514 SE 066 094

Sutton, John, Ed.; Krueger, Alice, Ed.
EDThoughts: What We Know about Mathematics Teaching and Learning.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 02
NOTE- 126p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cognitive Style; Elementary Secondary Education; *Mathematics Education; Teaching Methods

This volume, part of the EDThoughts series, was authored by mathematics education specialists from across the United States. It addresses approximately 50 questions of interest to mathematics educators, including "How does integrated instruction in mathematics affect teaching and learning?" and "What factors contribute most strongly to students' success in learning mathematics?" Teaching mathematics with technology, characteristics of appropriate homework, benefits of active learning, and communicating with the public about the importance of mathematics also are discussed. The purpose of the book is to support standards-based reform of mathematics education. For each question addressed, background is provided from the perspectives of research and best practices, followed by implications for improving classroom instruction. (Contains 209 references.) (MM)

ED 465 515 SE 066 095

McCrea, Edward J., Ed.; deBettencourt, Kathleen, Ed.
Environmental Studies in the K-12 Classroom: A Teacher's View.
SPONS. AGENCY- North American Association for Environmental Education, Rock Spring, GA.; National Environmental Education and Training Foundation, Washington, DC.; Environmental Literacy Council, Washington, DC.
PUB DATE- 00
NOTE- 43p.

of visual art into science and mathematics curriculums: misalignment and lack of integration of curriculum, lack of variety in teaching methods, and the failure to use alternative assessment methods, the researcher focused on the solution of integration of these subjects with a variety of teaching methods and the use of alternative assessments. During the intervention of visual art integrated into science and mathematics, data was collected from journal writing and portfolio assessments as well as artwork progress. At the end of the research intervention period, a posttest was administered to measure growth. Final achievement was assessed by the comparison of the pre- and posttest to determine growth of student learning with this intervention. Intervention data indicated a substantial increase was gained in each subject area. Students' knowledge of the concepts taught increased 72% in mathematics, 90% in science, and 68% in art. (Contains 27 references.) (Author)

ED 465 535 SE 066 147

Krueger, Alice, Ed.; Sutton, John, Ed.
EDThoughts: What We Know about Science Teaching and Learning.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 124p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cognitive Style; Elementary Secondary Education; *Science Education; Teaching Methods

This volume, part of the EDThoughts series, was authored by science education specialists from across the United States of America. It addresses approximately 50 questions identified by science educators, including "Can all students learn science?" and "What is the importance of reading and writing in the science curriculum?" Teaching using inquiry, technology as tools of scientists, and teaching in a standards-based science curriculum also are discussed. The purpose of the book is to support standards-based reform of science education. For each question addressed, background is provided from the perspectives of research and best practices, followed by implications for improving classroom instruction. (Contains 11 pages of references and resources.) (MM)

ED 465 536 SE 066 161

Home-School Connections. Weaving Gender Equity into Math Reform.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 01
NOTE- 19p.; Videotape is not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Educational Change; Elementary Education; *Equal Education; Ethnicity; *Gender Issues; *Mathematics Activities; Mathematics Curriculum; Mathematics Instruction; Parent Role; Parent Teacher Cooperation; Sex Discrimination; Socioeconomic Status

This stand-alone workshop session explores the connections

LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- *Demonstrations (Science); Early Childhood Education; *Electricity; Elementary Education; Hands on Science; *Physical Sciences; Science Activities; Science Instruction; Videotape Recordings

How different would life be without electricity? Creating and harnessing electricity has become one of the most important factors in the everyday lives of people. Children learn the basics of electrical current--how it flows and how it can make a circuit--and take a look at some of the ways it is created. Students will see fun, clear demonstrations to further illustrate these concepts. This 23-minute videotape correlates to the National Science Education Standards for Physical Science--properties of objects and materials, position and motion of objects, and light, heat, electricity, and magnetism. The program includes a teacher's guide. (MM)

ED 465 562 SE 066 255

All about Light. Physical Science for Children TM . Schlessinger Science Library. Videotape .
PUB DATE- 00
NOTE- 0p.; For other videotapes in series, see SE 066 251-261. Teacher's Guide is available from http://www.libraryvideo.com.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- Color; *Demonstrations (Science); Early Childhood Education; Elementary Education; Hands on Science; *Light; *Physical Sciences; Science Activities; Science Instruction; Videotape Recordings

Most people certainly take light for granted. But understanding the basic nature of light can open up a whole new world! All about Light takes kids on a fun journey to answer questions like: "Why does light shine through some things and not others?" and "Why can we see our reflections in water, but not in a rock?" Students learn how light travels in waves as well as how those waves behave, including an introduction to the three main characteristics of light waves: amplitude, wavelength, and frequency. And children discover the connection between light and color. With real-life demonstrations and a hands-on activity, these concepts are more easily understood. This 23-minute videotape correlates to the National Science Education Standards for Physical Science--properties of objects and materials, position and motion of objects, and light, heat, electricity, and magnetism. The program includes a teacher's guide. (MM)

ED 465 563 SE 066 256

All about Magnets. Physical Science for Children TM . Schlessinger Science Library. Videotape .
PUB DATE- 00
NOTE- 0p.; for other videotapes in series, see SE 066 251-261. Teacher's Guide is available from http://www.libraryvideo.com. Eleven-volume set can be purchased for $329.45.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.

interactive HyperCard "stacks", and a printable model. The 17 tools are separated into the following categories: (1) Geologic Processes; (2) Fossilization; (3) Earthquakes and Faulting; and (4) Map Projections and Globes. A navigation stack, "Earth Science," is provided as a launching place from which to access all the other stacks. The HyperCard Stacks folder can also be opened and any of the 16 stacks can be launched individually. In addition, a 17th report, Earth and Tectonic Globes, is provided as a printable document. (Author/MVL)

ED 465 586 SE 066 284

Pellicer, Leonard O.; Anderson, Lorin W.
Teacher Leadership: A Promising Paradigm for Improving Instruction in Science and Mathematics.
PUB DATE- 01
NOTE- 17p.; In: Developing Teacher Leaders: Professional Development in Science and Mathematics; see ED 451 031. Update of "A Handbook for Teacher Leaders"; see ED 382 601.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Change; Elementary Secondary Education; *Instructional Improvement; *Mathematics Teachers; *Science Teachers; Teacher Empowerment; *Teacher Leadership

Without question teacher leadership is more important today to the success of America's schools than it has ever been before. As schools and the populations they serve have grown in size and complexity, principals can no longer be expected to be the sole, or even the primary, source of instructional leadership. This realization has come about as a result of the series of reform waves that swept across the American educational landscape during the past two decades. Although teachers traditionally have had limited authority to exercise control over conditions that affect students in their classrooms, school boards and school administrators traditionally have exercised almost total control over conditions that have shaped the working lives of teaches. The results of systematically excluding teachers from meaningful participation in decision making over the years should have been all too predictable--stagnation of the teaching profession and the failure of American schools. Nowhere is teacher leadership more needed than in the highly technical and critical content areas of science and mathematics. In addition to a discussion of the conditions that have led to the realization that teacher leadership is no longer a luxury but a necessity if schools are to succeed, this chapter gives attention to the need to professionalize teaching by promoting teacher leadership. The qualities and characteristics of teacher leaders as reported in the literature are summarized and the chapter concludes with a description of the challenges that confront educators in their attempts to embrace teacher leadership. (Contains 16 references.) (Author/MVL)

ED 465 587 SE 066 285

Frechtling, Joy
What Evaluation Tells Us about Professional Development Programs in Mathematics and Science.
PUB DATE- 01
NOTE- 27p.; In: Developing Teacher Leaders: Professional Development in Science and Mathematics; see ED 451 031. Update of "Teacher Enhancement Programs: A Perspective on the Last

Conference of the Association for the Education of Teachers in Science (Charlotte, NC, January 10-13, 2002); see SE 066 324.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Graduate Study; Higher Education; Mentors; *Role Models; School Business Relationship; Science Instruction; *Science Programs; *Scientists; Secondary Education; *Teaching Assistants
IDENTIFIERS- National Science Foundation

A huge investment in public funding, approximately 10 million dollars for the 2002 fiscal year, has been dedicated to the implementation of the National Science Foundation's (NSF's) Graduate Teaching Fellows in K-12 (GK-12) program. In these GK-12 programs, graduate level scientists known as Graduate Teaching Fellows are placed in K-12 science classrooms to act as resources for science teachers. The NSF's investment is aligned with reform documents which call for scientists and the science education community to work together to realize the goal of scientific literacy for all. Although much research has been done on factors that influence science teachers' views of science and ultimately the way science teachers interpret and deliver science content, little research has been done on the impact that this type of program will have on science teachers' teaching practice. The purpose of this research is to examine the impact on the science teachers involved in a NSF GK-12 program. This program was implemented at a large Southeastern university and the local school district. Data were collected on one cohort for one academic year using qualitative methods of observation and interviews. The findings of this research highlight the need to examine in more depth three groups influenced by these collaborations: the science teachers, their students, and the scientists. (Contains 20 references.) (Author/MVL)

ED 465 609 SE 066 331

Akerson, Valarie L.; McDuffie, Amy Roth
The Elementary Science Teacher as Researcher.
PUB DATE- 02
NOTE- 18p.; In: Proceedings of the Annual International Conference of the Association for the Education of Teachers in Science (Charlotte, NC, January 10-13, 2002); see SE 066 324.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Action Research; Elementary Education; Higher Education; *Inquiry; *Methods Courses; *Preservice Teacher Education; Science Teachers; Scientific Literacy

It can reasonably be argued that the primary role of elementary teachers is to prepare their students to be literate adults, and thus many are literacy specialists. Often these teachers lack confidence in science and avoid it because it is not their specialty. Most elementary teachers have never conducted a scientific inquiry, yet they are being asked to teach science as inquiry. Though an action research project is not the same as a scientific inquiry, it can still provide an experience similar to scientific inquiry for teachers. Therefore, an appropriate strategy for fulfilling both a need to engage in inquiry and a need for professional development in science teaching would be to prepare teachers to use action or teacher

Conference of the Association for the Education of Teachers in Science (Charlotte, NC, January 10-13, 2002); see SE 066 324.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beginning Teacher Induction; Elementary Secondary Education; *Faculty Development; *Mentors; *Science Teachers
IDENTIFIERS- Georgia

The state of Georgia has developed the Teacher Support Specialist Program to assist prospective mentors as they begin the process of preparing to provide support and guidance to those new to the profession. Successful completion of this program for either staff development units or college credit enables Georgia teachers to add the teacher support specialist endorsement to their teaching license. The program is unique in that through the use of technology, teachers from three geographically separate areas of the state were able to work as a cohort to earn their teacher support specialist endorsement. The objectives of the program are to develop mentors who are able: (1) to demonstrate and discuss the critical attributes of effective science teaching practice; (2) to demonstrate skills in collecting and analyzing classroom observation data and in providing feedback; (3) to develop effective interpersonal skills in conferencing situations; (4) to discuss and demonstrate principles of adult learning and reflective teaching; and (5) to develop a calendar of activities to facilitate the professional development of a protege. (Contains 13 references.) (MVL)

ED 465 632 SE 066 354

Harwood, William S.; Reiff, Rebecca; Phillipson, Teddie
Scientists' Conceptions of Scientific Inquiry: Voices from the Front.
PUB DATE- 02
NOTE- 32p.; In: Proceedings of the Annual International Conference of the Association for the Education of Teachers in Science (Charlotte, NC, January 10-13, 2002); see SE 066 324.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Higher Education; *Inquiry; Science Instruction; Science Teachers; *Scientific Concepts; Scientific Principles; *Scientists

The National Research Council (NRC) (1996) refers to scientific inquiry as "the diverse ways in which scientists study the natural world and propose explanations based on the evidence derived from their work." This could be paraphrased, as 'scientific inquiry is what scientists say it is.' Accepting this rephrasing at face value, a study has been crafted using a blended grounded theory approach to answer the question "what is scientific inquiry?" and determine what conceptions scientists have regarding the nature of scientific inquiry. The goal is to develop a set of research grounded characteristics of scientific inquiry that will be a guide for this work as well as that of other science education researchers and reformers. Interviews with 52 science faculty members at a large midwestern research university were conducted using a semi-structured interview protocol designed to probe the subject's conceptions of scientific inquiry. (Contains 31 references.) (MVL)

DESCRIPTORS- Criticism; *Cultural Literacy; *Educational Theories; Elementary Secondary Education; *Scholarship
IDENTIFIERS- Comenius (Johann Amos); *Core Knowledge; Educational Issues; Hirsch (E D); Toynbee (Arnold J)

An immediate best seller when it was published in 1987, E. D. Hirsch, Jr.'s "Cultural Literacy: What Every American Needs To Know" galvanized legions on both sides of the sociopolitical aisle that divides education. The book has become a revered text regularly referenced by those scholars who take up a position that may be loosely referred to as "on the educational right." For Hirsch, literacy means understanding what is read, and to understand what is read a person needs to have the appropriate background knowledge, or core knowledge. This paper discusses Hirsch's contention and how he outlines his case in a series of syllogistic statements in "Cultural Literacy." The paper notes that the link among culture, language, education, and individual and societal well-being appeared earlier in the work of the historian Arnold Toynbee. In the 17th century, the Czechoslovakia theologian and pioneer pedagogue John Amos Comenius struggled with the aim of universal education, proposing the concept of a central core of knowledge to which further knowledge is added sequentially. It considers what several critics of the core knowledge concept have to say about Hirsch's ideas--critics such as Peter McLaren, Edward DeBono, and Ivan Illich. The paper concludes that the chasm that exists between Hirsch and his critics is that, while Hirsch speaks to a method, his critics speak to a goal and that perhaps an argument can be fashioned for a concept of cultural literacy that pays greater attention to specific contexts. (Contains 15 references.) (BT)

ED 465 658   SO 033 638

Nessel, Paula A.
Youth Court: A National Movement. Technical Assistance Bulletin.
SPONS. AGENCY- Department of Justice, Washington, DC. Office of Juvenile Justice and Delinquency Prevention.
PUB DATE- 00
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Citizenship; *Law Related Education; Secondary Education; Social Studies; *Youth Problems
IDENTIFIERS- Peer Support; *Program Characteristics; Program Objectives; Teen Courts; Utah (Salt Lake City)

Youth courts spread rapidly around the country in the 1990s, sharing important goals with law-related education (LRE), including a strong potential to improve the citizenship skills of young people. Youth court is a general term describing courts that involve young people in the sentencing of their peers. This technical bulletin provides an overview of youth courts, explains their connection and positive contribution to LRE, profiles the support of the legal profession, and provides resources for the creation and enhancement of youth courts. The bulletin also gives steps for implementing a youth court and profiles one peer court in Salt Lake City (Utah). (BT)

ED 465 659   SO 033 639

Parrini, Michelle, Ed.
The Promise of Law-Related Education as Delinquency Prevention. Technical Assistance Bulletin.

negative effects of deinstitutionalization and overcrowded youth homes; the tragic societal consequences of the widening gap between rich and poor; the problems of youth crime and violence; and the difficulties in delivering education, health care, and basic services for homeless children. The book offers a detailed history of the development of street social education; a study of the aims, methods, and experiences of youthworkers; and practical advice on using the principles and practices of street social education to reach the at-risk youth of any country. An extensive list of references is included. (BT)

ED 465 679   SO 033 880

Hardy, Elizabeth Baird
The Voice of the Past: Historic Interpretation as a Validation of Appalachian Women's History during the War between the States.
PUB DATE- 01
NOTE- 10p.; Paper presented at the Annual Conference of the Women of Appalachia: Their Heritage and Accomplishments (3rd, Zanesville, OH, October 25-27, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Civil War (United States); Curriculum Enrichment; Elementary Secondary Education; Heritage Education; *Historical Interpretation; Social Studies; *Womens History
IDENTIFIERS- Appalachia; Appalachian Culture; *Appalachian People; Educational Dramatizations; Educational Information

As a historic interpreter, individuals have the opportunity to educate the public about the complex lives of Appalachian women during the Civil War. This paper provides a voice for women who left very few documents in their own voice. It is part of ongoing research and education focusing on the roles of Appalachian women and the struggle to portray them appropriately. It considers the difference between historical interpreters, who concentrate on providing an educational focus, and re-enactors, whose focus is primarily to portray the past and to entertain. To create a presentation that will be historically accurate and stimulating, an effective historic interpreter must employ the skills of a historian and a teacher. The historian must conduct research that includes reading period letters, listening to family stories, and analyzing fading photographs. As a volunteer historic interpreter, one has many venues for interacting with the general public, such as at elementary schools, museums, parks, and other similar public places. Students of all ages can see what a woman from this era and geographic region would have looked like while understanding the unique hardships and troubles faced by Appalachian women who had to defend their homes and families against enemy soldiers and the elements. (Contains 18 suggested readings.) (BT)

ED 465 680   SO 033 881

Boufoy-Bastick, Beatrice
Slow Cultural Approach vs. Radical Materialistic Change: Making the School Curriculum Responsive to Globalisation in Small Island Countries.
PUB DATE- 02
NOTE- 7p.; Paper presented at the International Conference on

2001. It also suggests that Dees's views and the educational materials available through the SPLC will be helpful to many in the educational community. (BT)

ED 465 698   SO 033 901

Calverley, Ann; Grafer, Bonnie; Hauser, Michelle
Using Instructional and Motivational Techniques in the Art Classroom To Increase Memory Retention.
PUB DATE- 02
NOTE- 86p.; Master of Arts Action Research Project, Saint Xavier University and Skylight Professional Development Field-Based Master's Program.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Action Research; *Art Activities; *Art Education; *Classroom Techniques; Grade 3; Intervention; Learning Activities; *Motivation Techniques; Primary Education; Program Development; *Retention (Psychology); Teacher Surveys
IDENTIFIERS- *Memory Training

This report describes a program for improving memory retention through instructional and motivational techniques in elementary art. Targeted population consisted of third grade students at three sites in a middle class suburb of a large midwestern city. The problems of memory retention were documented through teacher pre-surveys and art memory pre-tests. Analysis of the literature showed two categories of probable causes that contribute to the lack of student memory retention: instructional causes and physical causes of students' environment. Instructional causes include a lack of diverse teaching styles and inadequate teaching methods which lead to insufficient student knowledge, motivation, and attention. Physical causes of students' environment include stress in family life and diet. The teacher researchers focused on the instructional techniques. A review of solutions suggested by theorists and educators resulted in using the following instructional techniques: increasing attention, providing motivation, adapting instruction, and making information more meaningful by using mnemonics, music, and rewards. Data from the intervention was to be gathered by weekly reviews, rubrics, a semester review, and teacher post-surveys. These assessment tools were to help determine if the interventions of using instructional and motivational techniques increased memory retention in the art classroom. Post-intervention data gathered showed a significant increase in improving student memory retention in the elementary art class. Appended are surveys, posttests, semester reviews, rubrics, and other instructional materials. (Contains 26 references, 17 figures, and 1 table.) (Author/BT)

ED 465 699   SO 033 902

McArdle, Janice Lamb; Numrich, Andrea Platt; Walsh, Kristine E.
Empowering Students through the Use of the Democratic Classroom.
PUB DATE- 02
NOTE- 106p.; Master of Arts Action Research Project, Saint Xavier University and Skylight Professional Development Field-Based Master's Program.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)

The book suggests sample photo assignments and discusses how children's photos can help children understand their feelings and how visual arts can help develop verbal abilities and critical thinking. It also discusses how the "Literacy through Photography" program has led to the development of other school projects on race and prejudice. Resources and readings are included. (SM)

ED 465 718 SP 040 750

Sugar, Steve, Sugar, Kim Kostoroski
Primary Games: Experiential Learning Activities for Teaching Children K-8. The Jossey-Bass Education Series.
PUB DATE- 02
NOTE- 363p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Creative Teaching; *Educational Games; Elementary Education; Problem Solving; Student Motivation; Teaching Methods; Teamwork

This book offers a collection of games for K-8 students that will enliven instruction, boost student motivation, and enhance learning at school or at home. It features in- and out-of-desk activities to motivate and engage students, promote teamwork, build skills, and enhance interactive problem solving. The book includes hundreds of tips on how to customize games to meet the unique needs of day-to-day classroom or home school situations. It also offers recommendations of games to help educators meet special challenges. Part 1 describes how games can promote learning and explains how to select an appropriate game, develop game content, and set up and run a game. Part 2 includes the 25 games (e.g., alphabet soup, crosswords, grab bag, guesstimate, and scavenger hunt). Part 3 includes four appendixes that provide game summaries, sample game lessons, games for special situations, and a game match matrix for matching each game against a set of seven educational goals and game dynamics that define the classroom or home schooling situation. (SM)

ED 465 719 SP 040 751

Schlechty, Phillip C.
Working on the Work: An Action Plan for Teachers, Principals, and Superintendents. The Jossey-Bass Education Series.
PUB DATE- 02
NOTE- 128p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academic Achievement; Academic Standards; Accountability; Administrator Role; Educational Change; Educational Environment; *Educational Quality; Elementary Secondary Education; Principals; Superintendents; Teacher Role; Teachers
IDENTIFIERS- *Student Engagement

This book, which is a companion to the books, "Shaking up the Schoolhouse" and "Inventing Better Schools," presents the Working on the Work (WOW) framework for improving student performance by improving the quality of schoolwork. Field-educational leadership and curriculum supervision can provide a strong foundation upon which to build a relationship with the coaches. (Contains 20 references.) (SM)

ED 465 738 SP 040 890

McFarland, Allison J.
"What's in It for Us?" Rethinking Corporate Sponsorships in Interscholastic Athletics.
PUB DATE- 02
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Advertising; *Athletics; *Corporate Support; High Schools; Partnerships in Education; Public Schools; *School Business Relationship
IDENTIFIERS- *Commercialism

The challenge of funding new athletic programs with no additional tax revenue has forced school districts to supplement their budgets with gate receipts, team fund raising, and corporate sponsorships. Interscholastic athletic directors and school administrators face the challenge of balancing the concepts of idealism and pragmatism. Corporate sponsorship is very prevalent in high school sports. Research indicates that from 1990-2000, corporate sponsorship of school programs and activities increased by 248 percent. However, corporate involvement in schools often goes beyond self-serving philanthropy to become commercial opportunism. Some school districts have passed commercial free school legislation banning commercialism in schools. It is the responsibility of athletic directors and school administrators to ensure that school-business relationships are based on sound principles that contribute to a high quality education. Guidelines for successful partnerships include establishing a business advisory council, evaluating and assessing the partnership on a regular basis, keeping corporate-sponsored materials as noncommercial as possible, and granting the district the final decision over advertising and product placement and content. (Contains 33 references.) (SM)

ED 465 739 SP 040 891

Acosta, R. Vivian; Carpenter, Linda Jean
Women in Intercollegiate Sport: A Longitudinal Study. Twenty Five Year Update, 1977-2002.
SPONS. AGENCY- City Univ. of New York, Brooklyn, NY. Brooklyn Coll.; Smith Coll., Northampton, MA.
PUB DATE- 02
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Athletic Coaches; *College Athletics; Equal Opportunities (Jobs); *Females; Higher Education; *Intercollegiate Cooperation; Longitudinal Studies; Sex Discrimination; Women Administrators; *Womens Athletics
IDENTIFIERS- Athletic Trainers

This paper presents data from a 25-year study of women in intercollegiate sports. The opportunity for female athletes to participate in intercollegiate athletics generally increased over time. The same six sports continue to be the most popular:

Jones, Timothy B.; Sherman, Ross B.; Ninness, H. A.; Hallman, Patsy J.
The Relationship between GRE Scores and Performance on the Standard Principal Examination for Certification of Educators in Texas (ExCET).
PUB DATE- 02
NOTE- 20p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Austin, TX, February 14-16, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Certification; Correlation; *Educational Administration; *Graduate Students; Graduate Study; Higher Education; Prediction; *Principals; Regression (Statistics); *Scores; Screening Tests; Test Results
IDENTIFIERS- *Graduate Record Examinations; Scattergrams; *Texas

Graduate programs in Educational Administration use a variety of screening strategies, including the Graduate Records Examination (GRE) when selecting and admitting students. In order to earn Standard Principal Certification in Texas, an Educational Administration candidate, in addition to completing a graduate program, must also pass the Standard Principal Examination for the Certification of Teachers in Texas (ExCET). This study examined the correlation between a students GRE score and the students ExCET score. Scores of 30 students from 1 university and 23 from another were used. The data clearly demonstrate a correlation between the GRE and ExCET scores. A scatterplot was derived to show this correlation, and a least square regression line was used to derive a linear equation for predicting Standard Principal ExCET score using the GRE score. (SLD)

ED 465 759 TM 033 898

Archambault, Francis X., Jr.; Kulikowich, Jonna M.; Brown, Scott W.; Rezendes, George J.
Developing Performance Assessments To Measure Teacher Competency in the Use of Educational Technology.
PUB DATE- 02
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Competence; Computer Uses in Education; *Educational Technology; Elementary Secondary Education; Measurement Techniques; *Performance Based Assessment; *Teachers; *Test Construction
IDENTIFIERS- *Connecticut

The Connecticut State Department of Education has established three levels of educational technology competencies for teachers. Over the past several years researchers at the University of Connecticut had developed a number of performance assessments to measure the extent to which teachers possess these educational technology competencies. This report describes the development and validation of an early version of the Level 1 technology assessment. Level 1 competencies include basic computer skills and the use of typical productivity software. It also describes how technology competence or accuracy scores related to teachers self-efficacy concerning

Education in Alabama. Else Ripley Clapp had more sustained professional involvement with Dewey, and brought his ideas to schools in Kentucky and West Virginia. Grace Bigelow House came to Penn School on the Sea Islands off the coast of South Carolina and transformed it through the ideas of John Dewey. Several settlement schools based on the ideas of John Dewey and Jane Addams served as links between the rural poor and the educational reformers who came South in the early 20th century. As unlike as these four women were, all shared one practice that represents a serious failing for progressive educators. All four schools were segregated, and all, even the Penn School, where all the students were African American, had a Eurocentric curriculum. (Contains 103 endnotes.) (SLD)

ED 465 778   TM 034 163

Wiley, Andrew; Guille, Robin
The Occasion Effect for "At-Home" Angoff Ratings.
PUB DATE- 02
NOTE- 8p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New Orleans, LA, April 2-4, 2002). Supported by the American Board of Internal Medicine.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Certification; Interaction; *Judges; *Licensing Examinations (Professions); Medical Education; *Standard Setting; Statistical Bias
IDENTIFIERS- *Angoff Methods

This exploratory study extends the work done by B. Plake and others (2000) and R. Guille and others (2001) by investigating whether a negligible occasion facet would still be found when ratings for licensure and certification examinations were completed in isolation. A set of items was sent to a standard-setting committee to be reviewed at home, completely independently of all other members of the committee. Seven to nine raters reviewed each item. The examination was a medical certification examination administered once a year. Approximately half the 200 items had Angoff ratings already assigned from use on a previous examination, so only half of the items needed Angoff values assigned to them. For the study, a set of items needing Angoff ratings was sent to committee members at home, along with a set of 13 anchor items that had previously been rated. For the at-home ratings, the mean and standard deviation for the items were compared with the values obtained at the most recent standard-setting meeting. Results provide consistent evidence of a slight item-occasion interaction that appears to be the result of the increased variability in the ratings during the at-home session as compared to the normal session. Findings do provide preliminary support for the idea that Angoff ratings obtained at home may not be significantly different from ratings provided during traditional standard setting meetings. (Contains 1 table and 14 references.) (SLD)

ED 465 779   TM 034 164

Bastick, Tony
Introduction and Initial Exploration of "Situated Attainment": Differences in Ranked IQs and In-Class Attainment.
PUB DATE- 02
NOTE- 12p.; Paper presented at the Annual Meeting of the Western

teachers are under the constraints of accountability and student testing policies, are they able to adopt and practice culturally relevant pedagogy in their classrooms? Previous research indicates that high-stakes accountability systems connected with standardized testing are viewed as having negative effects on teachers, the teaching profession, and curriculum and instruction. As a result, teachers have reported feelings of guilt, anxiety, shame, and alienation. Teachers' relationships with administrators have become more complicated, and students have demonstrated decreased levels of trust. Accountability systems have also led to more constraints on teachers use of time, leaving little or no time to fulfill students' emotional and personal needs, and leaving teachers feeling overwhelmed. Research also suggests that the standardized testing associated with accountability systems have led to the narrowing of the curriculum, teaching to the test, and increased instructional hours spent on test preparation. Accountability policies do not necessarily exclude the principles of culturally relevant pedagogy, but mandated standardized testing policies clearly create conditions that are harmful to culturally relevant pedagogy and its goals. This raises great concern for students of color. The surface-level incompatibility of these two reforms, however, does not mean the demise of culturally relevant pedagogy. Culturally aware teachers across the United States are probably fighting to find a balance between engaging students through culturally relevant practices and attending to accountability measures. (Contains 14 references.) (SLD)

ED 465 798   TM 034 184

Zhu, Renbang; Yu, Feng; Liu, Su
Statistical Indexes for Monitoring Item Behavior under Computer Adaptive Testing Environment.
PUB DATE- 02
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Ability; *Adaptive Testing; *Computer Assisted Testing; Estimation (Mathematics); *Item Response Theory; Psychometrics; Simulation; *Statistical Analysis; *Test Items
IDENTIFIERS- *Item Parameters

A computerized adaptive test (CAT) administration usually requires a large supply of items with accurately estimated psychometric properties, such as item response theory (IRT) parameter estimates, to ensure the precision of examinee ability estimation. However, an estimated IRT model of a given item in any given pool does not always correctly capture what underlies actual examinee responses. This so-called model-data deviation could seriously jeopardize the quality of a test in practice. Therefore, monitoring item behavior in a timely manner is extremely important in CAT for practitioners to take appropriate actions, such as blocking problematic items from active use or pulling the items from subsequent item pools. The purpose of this simulation study was to develop and test two statistical indexes for identifying problematic items with serious model-data deviations. Preliminary results from the simulation study suggested that the new indexes $Z(2)$ and $Z(3)$ could be applied to items with either uniform or nonuniform

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Standards; Elementary Secondary Education; *Scores; Scoring; *State Programs; State Standards; *Test Results; *Testing Programs; *Writing Tests
IDENTIFIERS- Delaware; *Delaware Student Testing Program

To help teachers, administrators, and parents understand student performance in writing, a state-level report is prepared each year to analyze students writing scores and provide guidelines for the interpretation of the results. This report compares students scores on the 2001 Delaware Student Testing Program (DSTP) with scores on the 2000 DSTP using the new scoring rules for writing. In 2001, Delaware students in grades 3, 5, 8, and 10 took the DSTP writing assessment. Each student responded to a text-based writing task and a stand-alone writing prompt. Each students response to the text-based task was scored by one trained reader using a five-point scoring rubric, and responses to the stand-alone writing were scored by two raters. This report contains the newly calculated means and standard deviations for the writing scores from 1998 through 2000. The generalizability of writing scores is low across the discourses of writing tasks, writing topics, and occasions, but a summary is presented for reference uses. The results of the writing assessments suggest that writing performance remained similar to the previous year in grades 3 and 10, but improved slightly for grades 5 and 8. For the stand-alone task, there was no difference from the previous year for grades 3 and 10, but slightly higher scores for grades 5 and 8. A similar pattern was seen for the text-based writing task. A cross-grade pattern shows that the frequency distributions of writing scores shifted gradually from the lower-score end to the higher-score end, so that more students received a higher score, and fewer a lower score, in 2001 than in 2000. An attachment contains supplemental information about test results. (SLD)

ED 465 820 TM 034 209

Measuring Success: Using Assessments and Accountability To Raise Student Achievement. Hearing before the Subcommittee on Education Reform of the Committee on Education and the Workforce. House of Representatives, One Hundred Seventh Congress, First Session.
PUB DATE- 01
NOTE- 180p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Achievement; *Accountability; *Educational Assessment; Educational Change; Elementary Secondary Education; Hearings; *Measurement Techniques; Student Evaluation
IDENTIFIERS- Congress 107th

The Subcommittee on Education Reform of the House Committee on Education and the Workforce met to hear testimony on using assessments and accountability to raise student achievement. Statements were given by: (1) Major Owens, Congressman from New York; (2) Michael Castle, Congressman from Delaware, Committee Chairman; (3) Edward B. Rust, Jr., Chairman of the Education Task Force and Co-Chairman of the Business Coalition for Excellence in Education; (4) Kurt M. Langraf, president and chief executive officer of the Educational Testing Service; (5) Mark D. Musick, chairman of the National Assessment Governing Board; (6) Reid Lyon, National Institutes of Health; and (7) Rosalie Pedalino Porter, Institute for Research in English public and private schools did not differ significantly. In Washington, test scores of African American voucher students were 9 percentile points higher than scores of African American public school students after 2 years, but no different after 3 years. In both cities, private school parents were much more satisfied with their children's schools than public school parents. Combined data from New York, Dayton, and Washington showed that African American voucher students scored, on average, three percentile points higher than their public school peers in year 1, six points higher in year 2, and seven points higher in year 3. Study data are appended. (SM)

ED 465 841   UD 035 098

Young, Beth Aronstamm; Hoffman, Lee
Public High School Dropouts and Completers from the Common Core of Data: School Years 1991-92 through 1997-98. Statistical Analysis Report.
PUB DATE- 02
NOTE- 113p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- American Indians; Asian American Students; Black Students; *Dropout Rate; Dropout Research; *Dropouts; High School Graduates; High Schools; Hispanic American Students; Sex Differences; Student Characteristics; Urban Schools; White Students

This report examines data from the National Center for Education Statistics' Common Core of Data (CCD) on public high school dropout and four-year completion rates. The four-year completion rate is the proportion of students who leave school from grades 9-12 as completers. The CCD four-year completion rate is limited to public school data from grades 9-12. Findings show that between 1993-94 and 1997-98, the high school dropout rates were between 4-7 percent in almost two-thirds of reporting states. White and Asian/Pacific Islander students were less likely to drop out than were American Indian, black, or Hispanic students. Students were more likely to drop out of high school in urban than rural districts. High school four-year completion rates were 80 percent or higher in 20 of 33 reporting states in 1997-98. The average four-year completion rate was less than 60 percent for American Indian students in 9 reporting states, Hispanic students in 6 states, and black students in 6 states in 1997-98. In every reporting state except Alabama, Maine, and West Virginia, the four-year completion rate of Asian students was higher than that of the other minority groups in 1997-98. (SM)

ED 465 842   UD 035 100

Siegel, Dorothy; Fruchter, Norm
Evaluation of the Performance Driven Budgeting Initiative of the New York City Board of Education (1997-2000). Final Report and Executive Summary.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- 02
NOTE- 99p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; Accountability; *Budgeting; *Educational Finance; Educational Planning; Elementary

LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Secondary Education; Environmental Education; Science Curriculum; *Science Instruction; Teacher Attitudes; Teacher Education

During the fall of 1998 to summer of 1999, the Survey Research Center at the University of Maryland (SRC) conducted a nationwide mail survey of K-12 school teachers. The primary objective of this study was to gather information on how education about the environment is conducted in the classroom. An additional goal was to estimate what proportion of all K-12 school teachers include education about the environment in their instruction. The study was sponsored by the North American Association for Environmental Education (NAAEE) and the Environmental Literacy Council (ELC), in partnership with the National Environmental Education and Training Foundation. The sponsors were interested in the following research questions: Who is teaching environmental topics in the classroom, in terms of type of teacher, grade level, and subject? Are environmental topics taught as separate courses or are they infused into various subjects? How much time do teachers spend teaching about the environment? How do teachers find materials to use in teaching about the environment? What materials do they use and what do they look for in environmental materials? Is pre-service and in-service environment-related teacher training provided? If so, by whom? To what extent is education about the environment encouraged by local school districts? What goals do teachers hope to accomplish by teaching about the environment? This report is organized as follows: (1) Background data on all 1,505 respondents versus the 920 respondents who teach environmental topics, including grades taught, years of teaching, teaching context described in terms of students and subjects, and regional distribution; (2) The largest section of the report describes 920 respondents who teach environmental topics (61.1% of all respondents); The data include specific environmental topics that are taught, sources of materials, suppliers from which materials are obtained, satisfaction with materials, methods of teaching environmental topics, support by school or district, and training (environmental courses/workshops) for teachers; (3) Reasons for teaching and not teaching environmental topics; and (4) Main conclusions and limitations of the study. The survey questionnaire is included as an appendix. (MM)

ED 465 516 SE 066 098

Ronis, Diane
Critical Thinking in Math.
PUB DATE- 02
NOTE- 32p.; Adapted from "Brain-Compatible Mathematics."
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Cooperation; Elementary Secondary Education; *Mathematics Education; *Problem Solving; *Thinking Skills; *Writing (Composition)
IDENTIFIERS- Reflective Writing

between home and school mathematics learning through the lens of equity. It is appropriate for use with teachers, staff developers, after-school program providers, and other educators who work with parents. All three session activities can be done, or the leader can opt to keep the session to one hour by doing the first activity, "Who Are the Parents and Caregivers?", and then choosing either "Promoting Math Interactions at Home" or "Math Messages" and the videotape "What Are You Teaching My Child?" (Includes blackline masters, details of activities, and handouts.) (MM)

ED 465 537 SE 066 164

What Is Equity? A Look into a Reform Math Classroom. Weaving Gender Equity into Math Reform.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 01
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Educational Change; Elementary Education; *Equal Education; Ethnicity; *Gender Issues; Instructional Materials; Mathematics Curriculum; Mathematics Instruction; Sex Discrimination; Socioeconomic Status

The Weaving Gender Equity into Math Reform project at TERC has created a two- hour workshop session on equity in the standards-based mathematics classroom that is appropriate for use as a professional development tool with teachers, staff developers, after-school program providers, and other educators who work with parents. "What is Equity?" can be used as a stand-alone workshop or as part of an extended in- service training program for teachers and administrators. This session is intended to address equity related issues that surface in standards-based reform mathematics classrooms. Issues of teacher and student learning are also addressed along with discussions around specific equity issues that participants face in their school and classroom environments. The beginning of the session asks participants to reflect on their own experiences in math class and to relate this to the experiences that their students face in reform-based mathematics classrooms. Then, they will consider specific equity issues that arise and brainstorm ways to work through these issues. A discussion around notions of equity and equality will follow. Finally, participants will be asked to create a plan of action and identify people with whom they will share their thinking and questions. Blackline masters, transparencies, and handouts are included. (MM)

ED 465 538 SE 066 165

Perez, Christina
Weaving Gender Equity into Math Reform: Equity Resource Guide. 2001 Edition .
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 01
NOTE- 106p.; For the 2000 edition, see ED 451 299.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Reference Materials - Directories/Catalogs (132),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Educational Change; Elementary Education; *Equal Education; Ethnicity; *Gender Issues; Mathematics Curriculum;

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- *Demonstrations (Science); Early Childhood Education; Electricity; Elementary Education; Hands on Science; *Magnets; *Physical Sciences; Science Activities; Science Instruction; Videotape Recordings
IDENTIFIERS- *Electromagnets

Why does a magnet stick to the fridge but not to the wooden cabinets? This question will be answered as viewers discover what makes something "magnetic." Young students learn about positive and negative forces, the North and South Poles, and the basic concepts of why opposites attract. Children find out more about what magnets are used for and in which simple machines they are found. With a hands-on experiment and real world examples, these concepts are more easily understood. One of the 11 volumes in the Physical Science for Children series in the Schlessinger Science Library. Part of the Schlessinger Science Library for Children Collection. This 23-minute videotape correlates to the National Science Education Standards for Physical Science--properties of objects and materials, position and motion of objects, and light, heat, electricity and magnetism. The program includes a teacher's guide. (Author/MM)

ED 465 564 SE 066 257

All about Simple Machines. Physical Science for Children TM . Schlessinger Science Library. Videotape .
PUB DATE- 00
NOTE- Op.; for other videotapes in series, see SE 066 251-261. Teacher's Guide is available from http://www.libraryvideo.com. Eleven-volume set can be purchased for $329.45.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- *Demonstrations (Science); Early Childhood Education; Elementary Education; *Force; Hands on Science; *Physical Sciences; Science Activities; Science Instruction; Videotape Recordings
IDENTIFIERS- *Simple Machines

All kids know the word "work." But they probably don't understand that work happens whenever a force is used to move something--whether it's lifting a heavy object or playing on a see-saw. All About Simple Machines introduces kids to the concepts of forces, work and how machines are used to make work easier. Six simple machines are presented using fun, real-life demonstrations and clear, colorful graphics: the lever, the wheel and axle, the pulley, the inclined plane, the screw and the wedge. Learn more about these simple wonders and see how they are the basis for most of the world's tools and machines. Includes a fun, hands-on activity that lets kids test these ideas themselves using an ordinary see-saw. This program is based on the concepts outlined in the National Science Education Standards for Physical Science: Properties of Objects and Materials, Position and Motion of Objects and Light, Heat, Electricity and Magnetism. This program includes a teacher's guide. (Author)

ED 465 565 SE 066 258

All about Forces & Gravity. Physical Science for Children TM .

Four Decades"; see ED 407 246.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Change; Elementary Secondary Education; *Faculty Development; Mathematics Teachers; *Program Evaluation; Science Teachers

This chapter presents a review of what is known from evaluation studies about the impacts of professional development programs in mathematics and science education, and their role in systemic reform. Following comparisons of program focus, structure, target population, and geographic scope, an overview of program goals is presented in terms of the following dimensions: (1) increasing teacher knowledge; (2) providing teacher renewal and the opportunity for networking; (3) increasing leadership and empowerment; (4) changing classroom practice; (5) increasing student interest and achievement; and (6) enhancing minority participation. The analysis shows that few studies have included close examination of what happens as a result of participation in professional development programs. Studies have typically focused on teacher satisfaction or other self-reported feedback. Even so, the evaluation climate has been changing, with increased emphasis being placed on evaluations that closely examine outcomes for teachers and for students, using a broader range of data gathering techniques and more robust evaluation designs. Professional development programs intended to improve teacher skills, knowledge, and practices are central to current strategies for reforming public education systems. Despite widely held beliefs that professional development programs are essential, there is little data to substantiate the impacts that such experiences make. This chapter provides an overview of what evaluation studies have told us about the efficacy of professional development as a tool for change. (Contains 40 references.) (Author/MVL)

ED 465 588 SE 066 286

Frechtling, Joy; Katzenmeyer, Conrad
Findings from the Multi-Agency Study of Teacher Enhancement Programs.
PUB DATE- 01
NOTE- 29p.; In: Developing Teacher Leaders: Professional Development in Science and Mathematics; see ED 451 031. Update of "Best Practice in Action: Final Report of the Multi-Agency Study of Teacher Enhancement Programs," Frechtling (1997), Westat, Rockville, MD.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *Faculty Development; *Public Agencies; Science Instruction; *Science Teachers; *Teacher Improvement

This chapter presents the results for the Multi-Agency Study of Teacher Enhancement Programs, a study of professional development programs believed to represent best practices in professional development for science teachers. Working through an interagency government task force coordinated by the National Science Foundation (NSF), representatives from six groups, the Departments of Energy, Education, Health and Human Services, the National Aeronautics and Space Administration, NSF, and the Smithsonian Institution conducted the study. The evaluation was designed to document the teaching practices research in their teaching practice. This paper describes the action research projects completed as part of a Masters in Teaching two-year program. The projects focus on investigating a specific teaching strategy or approach. (Contains 31 references.) (Author/MVL)

ED 465 610 SE 066 332

Brown, Sherri L.; Bolton, Kim; Chadwell, Nancy; Melear, Claudia T.
Preservice Secondary Science Teacher Apprenticeship Experience with Scientists.
PUB DATE- 02
NOTE- 24p.; In: Proceedings of the Annual International Conference of the Association for the Education of Teachers in Science (Charlotte, NC, January 10-13, 2002); see SE 066 324.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Higher Education; Inquiry; *Mentors; National Standards; *Preservice Teacher Education; *Science Teachers; *Scientists

According to the National Science Education Standards, Standard A states that science students must have the abilities and understandings necessary to do scientific inquiry. The Standards explicitly state that small groups of students should hypothesize from prior experiences, construct explanations, evaluate explanations, design investigations, conduct experiments, gather data, analyze data, conduct peer reviews, communicate arguments, and reflect on the inquiry process. The student should be involved in at least one major investigation in which the student frames the question, designs the approach, estimates the time and cost, calibrates the instruments, conducts trial runs, writes the report, and responds to criticism. In order to successfully instruct students, the teacher also needs to be sufficient in research design. By apprenticing a preservice science teacher with a scientist, the teacher will experience doing real science. This study follows one such program and evaluated the participant's interview transcript, laboratory journal, and reflective summary to examine the participant's experience. Approximately one year after the apprenticeship experience, the researchers performed a short interview of the participants. The purpose of the study was to determine if there was transference of the apprenticeship experience into the classroom setting during the internship year. (Contains 15 references.) (MVL)

ED 465 611 SE 066 333

Morrison, J.; McDuffie, A. Roth; Akerson, V.
A Focus for Collaboration: Developing and Implementing Science and Mathematics Performance Assessment Tasks.
PUB DATE- 02
NOTE- 21p.; In: Proceedings of the Annual International Conference of the Association for the Education of Teachers in Science (Charlotte, NC, January 10-13, 2002); see SE 066 324.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Change; Elementary Secondary Education; *Faculty Development; *Mathematics Teachers; *Methods Courses; *Performance Based Assessment; *Science Teachers

According to national and state reform efforts in science and

ED 465 633 SE 066 356

Else, Mary Jane; Ramirez, Mary Anne; Clement, John
When Are Analogies the Right Tool? A Look at the Strategic Use of
  Analogies in Teaching Cellular Respiration to Middle-School
  Students.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 02
NOTE- 13p.; In: Proceedings of the Annual International
  Conference of the Association for the Education of Teachers in
  Science (Charlotte, NC, January 10-13, 2002); see SE 066 324.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference
  Papers, "Papers Presented at..." (150)
DESCRIPTORS- Instructional Effectiveness; Middle Schools;
  *Science Instruction; Teaching Methods
IDENTIFIERS- *Analogical Reasoning

In this paper, the ways in which analogies are used in the Energy and the Human Body curriculum will be examined and some preliminary assessments of successes and difficulties will be discussed. Also investigated will be what the first year's study trials suggest about the effective use of analogies in the middle-school classroom. Characteristics of good analogies for middle school students are suggested along with the question: When are analogies the right tool to use in helping students understand science concepts? (Contains 12 references.) (MVL)

ED 465 634 SE 066 357

Gibson, Helen L.; Rea-Ramirez, Mary Anne
Keeping the Inquiry in Curriculum Designed To Help Students'
  Conceptual Understanding of Cellular Respiration.
PUB DATE- 02
NOTE- 17p.; In: Proceedings of the Annual International
  Conference of the Association for the Education of Teachers in
  Science (Charlotte, NC, January 10-13, 2002); see SE 066 324.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
  (141),Speeches, Conference Papers, "Papers Presented at..."
  (150)
DESCRIPTORS- *Curriculum Development; *Inquiry; Middle Schools;
  Models; National Standards; *Science Instruction
IDENTIFIERS- *Mental Models

Most middle school science curriculum has been created to provide superficial treatment of the different subject areas (earth, life, and physical science), and in-depth coverage of very little. The Third International Mathematics and Science Study (TIMSS) criticism of the typical American school curriculum is that it is a "mile wide and an inch deep." In contrast, "Energy in the Human Body" is an in-depth investigation of cellular respiration that is based on the National Science Education Standards. It was designed using the latest research on how students learn and develop mental models. This information was used to develop methods for helping students learn material of fundamental importance to Biology. This paper attempts to demonstrate how "Energy in the Human Body" has maintained the use of an inquiry-based approach into its curriculum. (Contains 27 references.) (MVL)

ED 465 635 SE 066 358

SPONS. AGENCY- Department of Justice, Washington, DC. Office of Juvenile Justice and Delinquency Prevention.
PUB DATE- 02
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Delinquency; *Democracy; *Law Related Education; Program Evaluation; Social Studies; *Youth
IDENTIFIERS- *Program Characteristics; Youth Development Model; *Youth for Justice

According to the Law Related Education Act of 1978, Law-Related Education (LRE) can be defined as "education to equip nonlawyers with knowledge and skills pertaining to the law, the legal process, the legal system, and the fundamental principles and values on which these are based." LRE teaches essential concepts of democracy, including law, power, justice, liberty, and equality. As with many social programs, rigorous evaluations of LRE are scarce, but there is substantial evidence that the principles underlying LRE programs squarely address those factors that research has shown put youth at risk of delinquency. This bulletin reviews that evidence and identifies directions for future development and evaluation of LRE programs. The bulletin examines the following topics: (1) What is LRE? (2) What are the characteristics of programs that prevent delinquency? (3) How can LRE contribute to delinquency prevention? (4) academic failure and commitment to school; (5) expectations for behavior norms for health behavior/attitudes toward problem behavior, resiliency skills, early initiation of problem behaviors, and association with peers; (6) neighborhood attachment/bonding and opportunity for meaningful participation; (7) summary; (8) future steps to help further the understanding of LRE's potential roll in preventing delinquency and promoting positive youth development; and (9) concluding remarks. (Contains 62 references.) (BT)

ED 465 660   SO 033 684

Stephens, Pamela; Walkup, Nancy
Bridging the Curriculum through Art: Interdisciplinary Connections.
PUB DATE- 00
NOTE- 142p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Aesthetics; *Art Activities; Art Criticism; Art History; Art Products; Critical Thinking; Curriculum Development; *Discipline Based Art Education; Elementary Secondary Education; *Integrated Curriculum; *Interdisciplinary Approach; Units of Study
IDENTIFIERS- National Arts Education Standards

The concept upon which this book is based is known by a variety of acronyms or terms such as Comprehensive Art Education (CAE), Discipline-Based Art Education (DBAE), or integrated curriculum. These similar educational approaches maintain art as central to the curriculum, a bridge that unites content areas in logical and meaningful ways. DBAE, CAE, or integrated curriculum provides a model for extending interdisciplinary connections across the curriculum through art. Beyond creating an educational environment that contributes to improved

Problems and Prospects of Education in Developing Countries (Bridgetown, Barbados, March 25-28, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Developing Nations; Economic Development; Elementary Secondary Education; Foreign Countries; Humanistic Education; Interdisciplinary Approach; *Orientation; *Outcomes of Education; Self Actualization; Social Development; Well Being
IDENTIFIERS- Cultural Framing; *Curriculum Choice; Fiji; Globalization; *Islands; Jamaica

School curricula reflect the sociocultural values held by society. As such, curricula may adopt: (1) a philosophically humanistic, individual-sensitive orientation, or (2) an economically-driven, social development orientation. This first orientation supports self-realization and prioritizes a broad-based and multidisciplinary school curriculum. The second orientation supports an economically-driven, social development orientation and prioritizes a technological, competency-based, school curriculum for the purpose of facilitating increased participation in the interconnected global economy. This second orientation is instills humanistically-antagonistic educational values of the dominant economic groups. This curriculum option promotes both cultural normalization inherent to a global money economy and the adoption of western capitalist values geared to increase material wealth at a national level. This paper examines the dilemma of economically-underdeveloped island countries which are to choose between individual well-being and socioeconomic development. The paper looks at how two countries, Jamaica, in the Caribbean, and Fiji, in the South Pacific, have chosen different curriculum options and how their different choices lead to different social, cultural, and economic options. It finds that these different orientations have created different socioeconomic contexts, an economically progressive context in Jamaica marred by increased inequalities between rich and poor, and a socially strengthened context in Fiji identified by "mataqali" resource sharing. (Contains 21 references.) (BT)

ED 465 681 SO 033 882

Arulpragasam, Jehan; Prennushi, Giovanna
Poverty Reduction and the World Bank: Progress in Operationalizing the WDR 2000/2001.
PUB DATE- 02
NOTE- 84p.; For a publication related to these findings, see ED 450 015.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Developing Nations; Foreign Countries; Human Capital; *Income; Models; Objectives; *Poverty; *Poverty Programs
IDENTIFIERS- Economic Trends; Global Issues; *World Bank

In response to the experience of the 1990s, the international community has adopted a set of international development goals for reductions in income poverty and improvements in human development indicators. The report states that attacking poverty in low- and middle-income countries is the greatest single challenge facing the global development community as the world moves forward into the 21st century. Despite progress,

DESCRIPTORS- Action Research; *Attitude Change; *Classroom Environment; *Classroom Techniques; Grade 6; Intervention; Lesson Plans; Middle Schools; Program Development; *Student Attitudes; *Student Empowerment; Student Surveys
IDENTIFIERS- Democratic Communication; Student Led Activities

This report describes a program designed to empower students through the use of the democratic classroom to improve students' attitudes toward school. Targeted population consisted of sixth grade students in a growing middle class community, located in a major midwestern city. The problem of poor student attitude was documented through data gathered from student attitude surveys and student reflection journals. A review of solution strategies through literature named these categories for intervention: addressing social issues, addressing student attitude, addressing student attendance, and increasing student decision-making opportunities. Students were administered two types of attitude surveys the first week of school. These surveys provided both qualitative and quantitative data to be used as baseline measurements. Surveys were re-administered in December to ascertain if change occurred regarding student attitudes toward school. In addition, attendance records for the first and second quarters of fourth and fifth grade were compared to the attendance records of the targeted sixth grade students to determine other potential benefits of having a democratic classroom. Post-intervention data indicated an increase in students' desire to be involved in the decision-making process through democratically run classroom meetings. A strong interest in academic choice involving multiple intelligences was also indicated. Appended are: sample student reflection journal and attitude surveys; weekly lesson plans; and student-led conference lesson plans. (Contains 21 references, 24 figures, and 3 tables.) (Author/BT)

ED 465 700 SO 033 903

Heavey, Joani; Meyers, Melanie; Mozdren, Cathy; Warneke, Tricia
Developing Character Education through the Use of Current Curriculum.
PUB DATE- 02
NOTE- 102p.; Master of Arts Action Research Project, Saint Xavier University and Skylight Professional Development Field-Based Master's Program.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Action Research; Educational Objectives; Elementary Education; Intervention; Middle Schools; Program Development; *School Culture; *Student Behavior; *Student Development; Student Surveys
IDENTIFIERS- *Character Development; *Character Education; Learning Environment; Parent Surveys

This report describes a program for advancing character education by expanding school goals of respect and responsibility and developing emotional intelligence by using the current curriculum. Targeted population consisted of elementary students in one first grade class and one fourth grade class, and middle school students in one sixth grade class, all located in a midwestern suburban setting. The problem of a school-wide lack of respect for adults and peers was documented through observations and data collected by four teachers, a principal, and other staff. Analysis of probable cause data show a past emphasis on academics with a lack of focus on tested in schools nationwide, the framework describes the 12 essential components of a WOW school and suggests ways to improve the quality of content, organization of knowledge, measure of achievement, nurturance of creativity, and novelty and variety of tasks. The book offers guidelines for redesigning classroom activity so that more students are highly engaged in schoolwork, developing clear standards for assessing student work, and making connections between what students are doing and what they are expected to produce. The book also discusses the role of teachers, principals, and superintendents, and how they individually and collectively play a part in the WOW process. The book's appendixes include questionnaires to facilitate discussion, analysis, and action planning at both the school and classroom levels. (Contains 25 references.) (SM)

ED 465 720   SP 040 754

Hayes, Karen
Professional Organizational Enhancement Program: One Urban District's Answer.
PUB DATE- 02
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Learning; *Collegiality; *Cooperative Planning; *Educational Environment; Elementary Secondary Education; *Staff Development; Teaching Conditions; Urban Schools
IDENTIFIERS- Learning Communities

This paper describes how one large, urban school district is successfully building a quality program for educators by combining organizational development, job embedded learning, and collaboration. POET (Professional Organizational Enhancement Training) works to improve learning by enhancing working environments in schools and departments. It emphasizes collaboration between schools and departments to maximize the opportunity for change and create environments districtwide that encourage change. It strives to strengthen collegial relationships and improve interpersonal communications, following a set of strategies for effective adult learning (e.g., adult education should have a climate of respect, have a collaborative mode, foster participation, and foster learning for action). As a first step, the POET team conducts a school needs assessment. The POET model follows the National Staff Development Council's indicators for effective staff development and follows their beliefs (e.g., change creates opportunities for growth, trust is vital for individual and organization development, and diversity strengthens). POET has helped this district build a community within its schools and departments. Formative evaluations show how POET brings a shared sense of vision, increased camaraderie, mutual trust and respect, positive communication, and positive climate. Districtwide, it has helped participants feel good about themselves and learning to collaborate. (SM)

ED 465 721   SP 040 755

Titus, Dale
High Stakes Down Under for Indigenous Peoples: Learning from Maori Education in New Zealand; An Outsiders Perspective.
PUB DATE- 01

basketball, volleyball, soccer, tennis, cross country, and softball, with soccer exhibiting the greatest growth of any sport. About 44 percent of the coaches of women's teams are female, down from 45.6 percent in 2000. When Title IX was enacted in 1972, most women's teams were coached by women. Most of the new coaching jobs in women's athletics since 2000 have been filled by males. Women hold just over half of the paid assistant coaching jobs within the women's NCAA intercollegiate programs and just under half of the unpaid positions. Nearly 18 percent of women's programs are directed by females, and nearly 19 percent have no females anywhere in the athletic administrative structure. When Title IX was enacted, most women's programs were directed by a female head administrator. About 12 percent of full time sports information directors are females, and over 27 percent of full time head athletic trainers are females. (SM)

ED 465 740 SP 040 892

Renfrew, Megan
Guide to Implementing TAP (Teens for AIDS Prevention). A Peer Education Program To Prevent HIV and STI. 2nd Edition.
PUB DATE- 02
NOTE- 199p.; Written with Kate Fothergill, Debra Hauser, Kayla Jackson, Kent Klindera, and Jennifer Hincks-Reynolds.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Adolescents; *Community Education; Community Programs; *Comprehensive School Health Education; Financial Support; *Health Promotion; Mass Media; *Peer Teaching; Program Development; Program Evaluation; Secondary Education; Teaching Methods; Youth Programs
IDENTIFIERS- Risk Reduction; *Sexually Transmitted Diseases

This guide presents steps to implementing human immunodeficiency virus/sexually transmitted infection (HIV/STI) programs in schools, faith communities, AIDS service organizations, and community based organizations. Eight chapters are: (1) "The Need for HIV/STI Prevention Peer Education" (including research findings on peer education); (2) "Building Support for a Peer Education Program" (the importance of laying the groundwork, reasons why teens need HIV/STI education, and arguments to counter possible opposition); (3) "Planning the Program and Finding Funding" (comprehensive planning, budgeting, and finding funding); (4) "Selecting and Training Staff and Recruiting TAP Members" (important qualities to look for in recruiting staff and guidelines for recruiting youth); (5) "Training Youth To Be Peer Educators" (outlines 12 sessions that amount to 22 hours of activities); (6) "Youth Developing Activities To Educate Their Peers" (educational efforts that peer educators can design and implement and approaches to supporting those efforts); (7) "Evaluating the Peer Education Program" (guidelines for assessing program success and a sample evaluation instrument); and (8) "Taking the Message to the Media" (guidelines on how to interact with the media). Two appendixes present resources and useful forms (e.g., sample permission slip, activity planning sheet, and consent to use photograph). (SM)

ED 465 741 SP 040 893

the tasks assessed by the performance measure as well as their interest in the use of technology. Data were obtained from 61 teachers from 2 metropolitan school districts. Scores from the Level 1 performance measure have been found to be a valid and reliable means of assessing teacher educational technology competence. The measure has also been well-received by teachers. The research has uncovered significant positive correlations between educational technology competency and self-efficacy as expected. Unexpected, however, are the low correlations between interest scores and both teacher competency and self-efficacy. Differences were also found between the correlations of technology competency and self-efficacy scores taken before and after the technology competency measure was administered. Correlations are generally higher at posttest than at pretest, implying that teachers assessments of their own technology skills align more closely with the performance measure of these skills after they have taken an assessment designed to measure these skills. (Contains 5 tables and 22 references.) (Author/SLD)

ED 465 760 TM 033 899

Allalouf, Avi; Rapp, Joel
Equating Translated Verbal Test Forms Using Multiple Channels.
PUB DATE- 02
NOTE- 16p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New Orleans, LA, April 2-4, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Equated Scores; Foreign Countries; Second Language Learning; Test Construction; *Test Format; *Translation
IDENTIFIERS- Israel; Item Linking; *Linking Metrics

For a growing number of test translations, there is a need for equating that provides scores that can be used interchangeably for both source- and target-language forms, but basic equating requirements cannot usually be met in the cross-lingual case. The situation is more problematic in verbal tests, where translation has more impact on item content, and as a result, on the psychometric characteristics of the translated items. This paper describes three equating channels and summarizes the experience acquired and the studies conducted at the Israeli National Institute for Testing and Evaluation (NITE) regarding these three equating channels. The channels are: (1) using only the nondifferential functioning translated items in the anchor; (2) using nonverbal translated items as an external anchor; and (3) using an internal within-language equating channel. The reliability and validity of each approach are explored. Results of studies at the NITE suggest two possibilities for implementation that would be appropriate in practice. One is to continue to use the verbal anchor, as it has a stronger theoretical basis, and to use the other two channels for monitoring purposes. The other is to weight the outcomes of all three methods according to an estimation of the appropriateness of each. This alternative would require further studies to determine the weights. (Contains 1 table and 21 references.) (SLD)

ED 465 761 TM 033 900

Race, Kathryn E. H.; Ho, Evelyn; Bower, Leah

Psychological Association (Irvine, CA, April 14-17, 2002). Light print in tables may not reproduce well. Cover page varies.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Educational Attainment; Foreign Countries; Grades (Scholastic); *Grading; *High School Students; High Schools; Intelligence Quotient; Low Achievement; Self Esteem; *Student Evaluation
IDENTIFIERS- Jamaica; Situated Learning

Situated Attainment (SA) is a within-class concept that allows the exploration of why teachers award some students higher or lower grades than their intelligence might warrant. A student's SA is operationally defined as the difference in ranks between the grade awarded by the teacher and the student's intelligence quotient (IQ). For this initial exploration of the concept, 9 classes of grade 9 students were selected, a total of 319. These students responded to an attitude questionnaire and a subset of culturally and psychometrically appropriate IQ questions from the General Ability Tests 2. Half-year results from which grades were derived were also recorded. The theoretical assumptions if using class as the unit of analysis, school as the unit of analysis, and student as the unit of analysis were supported, and further analysis using the SA metric showed that teachers were not gender biased in their grading of males and females relative to their IQs. The SA analysis revealed teachers extreme grading bias with respect to the student's age (95.8%) and a bias toward students' attitudes. The study reveals the negative effect of continued underachievement on students' self-esteem and shows that 62.5% of student dissatisfaction with low grades was the result of underachievement rather than lack of ability. (Contains 5 tables and 39 references.) (SLD)

ED 465 780 TM 034 165

Hendrick, Linda Scott; Childress, Linda J.
The RIMS Beginning Teacher Support and Assessment Partnership: A Study of Eight Years of Collaboration.
PUB DATE- 02
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beginning Teacher Induction; *Beginning Teachers; Cooperation; *Educational Assessment; Elementary Secondary Education; Evaluation Methods; Partnerships in Education; Professional Development; *Program Effectiveness; Program Evaluation
IDENTIFIERS- *California

In the year 2003, the Beginning Teacher Support and Assessment Program (BTSA) will become a mandatory credentialing program for California's new teachers. At a local level, the Riverside, Inyo, Mono, San Bernardino Beginning Teacher Support and Assessment Program (RIMS/BTSA) is one of 147 BTSA programs. Now entering its eighth year, the RIMS/BTSA consortium includes 2 county offices of education, 2 universities, and 55 local school districts. To prepare for a year 2000 RIMS/BTSA Peer Program Review, the consortium designed and implemented a self-study organized around the then 13 BTSA program standards. An deviations. Also, results showed that the new indexes exhibited a desired feature. That is, the measured index value monotonically increased as the degree of model-data deviation increased. Further, index Z(3) was more stable across different ability distributions than index Z(2). However, the results indicated that both indexes were sensitive to the variation of examinee sample size. (Author/SLD)

ED 465 799 TM 034 185

Capraro, Robert M.; Kulm, Gerald; Capraro, Mary Margaret
Investigating the Complexity of Middle Grade Students' Understandings of Mathematical Constructs: An Example from Graphic Representation.
PUB DATE- 02
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002). Some text and tables may not reproduce adequately. Supported by the Curtis D. Robert Endowment.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Comprehension; Factor Analysis; *Knowledge Level; *Mathematical Concepts; *Middle School Students; Middle Schools; Regression (Statistics); Skill Development; *Structural Equation Models; Student Evaluation
IDENTIFIERS- *Graphic Representation

This study explored a model for students development of the understandings and skills that are involved in being able to construct graphical representations of data and to interpret these graphs. The study examined four components of prior understanding required for graphic representation that were adapted from a learning map from the Atlas of Science Literacy (American Association for the Advancement of Science, 2001). The components involved knowledge about: (1) coordinate relationships; (2) graphs showing a variety of relationships; (3) reading simple tables; and (4) graphic display. Complete data from 82 sixth graders from the classes of 3 teachers were collected and analyzed using multiple regression, factor analysis, and structural equation modeling (SEM) to examine the nature and alignment of assessment items that could be used to measure these components of prior knowledge. The results indicate that the SEM models reflect significant fits with the Atlas map. While further research with a larger sample will be needed to examine the relationships among the four components and with the target learning goal for graphic representation, the SEM analysis appears to be a promising approach for modeling the construction of student knowledge in specific content areas of mathematics. Six appendixes contain some assessment items and student responses. (Contains 38 references.) (Author/SLD)

ED 465 800 TM 034 187

Romano, Jeanine; Kromrey, Jeffrey D.
The "RG Sausage's" Missing Ingredients: Investigating the Validity of Reliability Generalization Study Design.
PUB DATE- 02
NOTE- 77p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.

Acquisition and Development. Eleven appendixes contain the written statement of these witnesses and others submitted for the record. (SLD)

ED 465 821 TM 034 210

Barton, Paul E.
Staying on Course in Education Reform. Policy Information Perspective.
PUB DATE- 02
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Achievement; *Educational Change; Elementary Secondary Education; Equal Education; Standardized Tests; Standards; Test Construction; *Test Use
IDENTIFIERS- *Reform Efforts

This report reviews the experience of the last couple of decades in education reform and the use of standardized testing during that time. It tells of success and achievement and of missteps and problems in the implementation of all the elements of standards-based reform. The report suggests that getting education reform on course involves the recognition that the focus has shifted so much toward testing that some balance needs to be restored, clearly focusing on curriculum and instruction. Many important questions are not being asked about the correct and broader uses of tests. Better quality tests are needed for accountability, and new tests are needed to help teachers improve instruction. An authoritative voice must be created for constructive and responsible testing and assessment data to help organizations dedicated to reform. It is also necessary to create an indicator system that permits tracking progress in each element of standards-based reform. (SLD)

ED 465 822 TM 034 212

Zhang, Liru
Delaware Student Testing Program: Report of Student Questionnaire Survey--2000 Administration in Science and Social Studies for Grades 4 and 6.
PUB DATE- 01
NOTE- 45p.; Document Number 95-01/01/11/12.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Standards; Achievement Tests; *Elementary School Students; Homework; Intermediate Grades; *Sciences; *Social Studies; Standardized Tests; State Programs; State Standards; *Student Attitudes; Student Surveys; Tables (Data); Testing Programs
IDENTIFIERS- Delaware; *Delaware Student Testing Program

At the administration of the Delaware Student Testing Program (DSTP) science and social studies tests in 2000, a questionnaire survey was given to students in grades 4 and 6. Survey questions were developed in three categories: (1) Opportunity To Learn; (2) Science; and (3) Social Studies. Student responses were analyzed by test, grade, gender, racial/ethnic group, and achievement level (based on raw scores for 2000). Findings show that about 58% of students in grade 4 and 51% in grade 6 talked about what they had learned in school with someone at home almost every day. As was similar to previous findings for other grades, more high-scoring students

Secondary Education; Program Effectiveness; Program Evaluation; Public Schools; School Based Management; *Urban Schools
IDENTIFIERS- New York City Board of Education; *New York (New York)

This report reviews implementation of Phase 1 of the New York City Board of Education's Performance Driven Budgeting (PDB) initiative from 1997-00. This initiative generated a new element in school-based planning for instructional improvement, explicitly linking school-level budgeting and efforts to improve student and school performance. The evaluation examined PDB's underlying theory: schools will improve student academic performance if they control all the components of their instructional planning, particularly budgeting. Researchers conducted structured interviews with senior staff at the central, district, and school levels; observed participant meetings at all three levels; conducted focus groups and informal interviews; analyzed documents; and surveyed planning team members in 23 of the 61 pilot schools. The study assessed the impact of PDB on student academic performance. Results indicated that the PDB produced a new budgeting system in which school-level decision making was driving change upward through the district and central fiscal systems. On the instructional side, the central administration Comprehensive Educational Plan contributed to improved instructional planning in all the system's schools. There was initial indication that academic outcomes in PDB schools improved relative to non-PDB schools. Appendixes contain research materials and data on principal turnover in PDB districts. (SM)

ED 465 843 UD 035 109

Furstenberg, Frank F., Jr.; Kmec, Julie A.
Racial Differences in the Transition to Adulthood: A Follow-Up Study of the Philadelphia Youth Study.
SPONS. AGENCY- John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Zellerbach Family Fund, San Francisco, CA.
PUB DATE- 00
NOTE- 43p.; Paper presented at the Annual Meeting of the Harvard University Inequality Summer Institute (Cambridge, MA, June 14-16, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Adolescents; *Males; *Minority Groups; *Outcomes of Education; *Poverty; *Racial Differences; Secondary Education; *Socioeconomic Status; Urban Schools
IDENTIFIERS- Pennsylvania (Philadelphia)

This research derives from the most recent wave of a longitudinal study of nearly 500 families in urban Philadelphia neighborhoods collected over a 9-year time span. Earlier findings revealed remarkable continuity in success trajectories from early to mid-adolescence despite hazards imposed by poor neighborhoods, low economic standing, and poor schooling opportunities. Despite this stability, qualitative interviews with the adolescents suggested a flattening scope of success and an increasing scope of failure and risk during the transition to adulthood for minority men. This paper describes the association between the youths' performance in 1991 and their socioeconomic standing in 1999 for different race and gender subgroups. Findings from logistic regressions support the premonition of a growing racial divergence for minority men. The findings also suggest that early and late adolescent attributes do not mediate the effect of race on early adult

This booklet includes a wheel of problem solving strategies and a seven-step process for approaching and solving complicated problems. The information provided gives students a variety of ways to approach, analyze, and think critically about mathematics problems. The chapters present guides to promoting critical thinking in cooperative groups through reflective writing and problem solving. (Contains 13 references.) (MM)

ED 465 517 SE 066 109

Arbaugh, Fran; Brown, Catherine A.
Influences of the Mathematical Tasks Framework on High School Mathematics Teachers' Knowledge, Thinking, and Teaching.
PUB DATE- 02
NOTE- 49p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Cognitive Processes; High Schools; *Inservice Teacher Education; *Mathematics Education; *Professional Development; *Thinking Skills

The research reported in this article is apart of a larger research project designed to investigate ways in which participation in a particular study group influenced inservice secondary mathematics teachers' knowledge, thinking, and practice regarding the teaching of mathematics. This paper examines how a particular framework for considering attributes of mathematical tasks influenced the members of the study group. This paper specifically addresses the following questions: (1) In what activities did the members of the study group engage regarding the Levels of Cognitive Demand criteria of the Mathematical Tasks Framework? and (2) In what ways did learning about the Levels of Cognitive Demand criteria of the Mathematical Tasks Framework influence these teachers' knowledge about and use of high-level tasks in their geometry classes? Results reported in this paper indicate that work with the Levels of Cognitive Demand influenced how the participant teachers thought about instructional planning and implementation issues in the following manners: (1) the teachers began to think more deeply about the relationship between tasks and levels of student thinking (or reasoning); and (2) some of the teachers began to select and incorporate more high-level tasks into their teaching practice. (Contains 25 references.) (MM)

ED 465 518 SE 066 111

Macdonald, Maritza; Sloan, Heather; Miele, Eleanor
A Science Museum's Expedition into the World of Formal Teacher Development: First Three Years of a Five-Year Action Research Study.
PUB DATE- 02
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

Mathematics Instruction; Sex Discrimination; Socioeconomic Status

Many of the National Science Foundation-funded math curricula offer (or will be offering) staff development workshops to accompany the adoption of the curricula in schools and districts. While much of this staff development focuses on providing teachers with a solid grounding in the mathematical content of the curricula, an opportunity exists within these efforts to incorporate equity in a substantive way. As part of the Weaving Gender Equity into Math Reform project, we hope to provide teachers, administrators, staff developers, and others with the tools to implement themes and practices related to equity in their professions. Our project is focusing on how issues of gender, ethnicity, socioeconomic status, and language play out in the elementary reform math classroom. We plan to capitalize on staff development geared toward teachers new to these curricula by "weaving" equity into the workshops and print materials. Other organizations have tackled equity in education through their research, writing, and activism. With all of the interest in the last ten years on equity in education, there exists a plethora of books, articles, and organizations devoted to the goal of a quality education for all. In an attempt to sort through all this information, several resource lists have been compiled that highlight some of the available materials. While many of these lists provide a lot of information on the broader themes of equity in education, few speak directly and pointedly to the issue as it relates to the elementary reform math classroom. With this in mind, we have created a resource guide slanted toward both staff developers and teachers that will provide information specific to equity not only in general terms but also in areas related to reform math. The Equity Resource Guide currently consists of five components: (1) an annotated list of relevant research articles and books; (2) an annotated list of organizations and projects of interest; (3) an annotated list of relevant Web sites and other electronic sources; (4) equity tools; and (5) a listing of equity workshops around the country. This guide is a work-in-progress. (Author/MM)

ED 465 539   SE 066 166

Gross, Fred
Facing Equity: Facing Ourselves. Weaving Gender Equity into Math Reform.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 00
NOTE- 7p.; Article first appeared in "Hands On!" (TERC, Spring 2000, Vol. 23, No. 1).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Change; Elementary Education; *Equal Education; Ethnicity; *Gender Issues; Mathematics Curriculum; Mathematics Instruction; Sex Discrimination; Socioeconomic Status; *Teacher Attitudes

This article discusses the issue of defining and facing equity elementary mathematics classrooms. It is argued that teachers have difficulty facing the fact of inequity in classrooms and that a deep conversation about equity is often avoided because many people are uncomfortable with disagreement. Two strategies for promoting in-depth dialogue about equity are presented. It

Schlessinger Science Library. Videotape .
PUB DATE- 00
NOTE- 0p.; For other videotapes in series, see SE 066 251-261. Teacher's Guide is available from http://www.libraryvideo.com. Eleven-volume set can be purchased for $329.45.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- *Demonstrations (Science); Early Childhood Education; Elementary Education; *Force; *Gravity (Physics); Hands on Science; *Physical Sciences; Science Activities; Science Instruction; Videotape Recordings

A force is a push or a pull. In All About Forces and Gravity, kids will join our host on a parasailing adventure to investigate how forces impact and shape everything that happens in the world around us. Learn about gravity and the work of Sir Isaac Newton, the English scientists whose scientific principles forever changed the way people looked at the world. Focusing on the idea that forces can either be balanced or unbalanced, this program makes such concepts as friction and magnetism accessible to kids through fun, real-life demonstrations. Our host also explores the effects of water pressure on scuba divers and takes to the mountains to examine the concept of air pressure. Kids will also learn ho to make their own toy parachutes in a fun, hands-on activity that demonstrates how one force can be used to work against another. This program is based on the concepts outlined in the National Science Education Standards for Physical Science--properties of objects and materials, position and motion of objects, and light, heat, electricity and magnetism. This program includes a teacher's guide. (Author)

ED 465 566 SE 066 259

All about Flight. Physical Science for Children TM . Schlessinger Science Library. Videotape .
PUB DATE- 00
NOTE- 0p.; For other videotapes in series, see SE 066 251-261. Teacher's Guide is available from http://www.libraryvideo.com. Eleven-volume set can be purchased for $329.45.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- *Demonstrations (Science); Early Childhood Education; Elementary Education; *Gravity (Physics); *Hands on Science; *Physical Sciences; Science Activities; Science Instruction; Videotape Recordings

Up, up and away! A hot air balloon, an airplane and even the space shuttle all defy the force of gravity, but they all do it in different ways. Children will learn about the basic concepts that make flight possible. With clear demonstrations and a hands-on project, students will be able to understand more easily the basic concepts behind various types of flight. One of the 11 volumes in the Physical Science for Children series in the Schlessinger Science Library. Part of the Schlessinger Science Library for Children Collection. This title correlates to the National Science Education Standards for Physical Science--properties of objects and materials, position and motion of objects, and light, heat, electricity and magnetism. This program includes a teacher's guide. (MM) promoted in the selected programs and to examine the impacts of the programs in terms of: (1) effects on classroom practice; (2) differences in effects on classroom practice by type of program; (3) effects on teacher leadership and dissemination of findings; and (4) the importance of supports at the district and school levels. Programs selected were expected to meet most of the following criteria: (1) an instructional approach that emphasizes hands-on/minds-on activities; (2) a standards-based approach that aligns curriculum, instruction, and assessment with local, state, and national standards or frameworks; (3) development activities that extend over time, including follow-up when participants return to their schools; and (4) direct involvement of participants with the scientific process. Additional considerations governing selection were stability, inclusion of teachers who are themselves from traditionally underrepresented populations, and inclusion of programs that were carried out within a systemic reform context. Thirty-four programs were included in the study, which was divided into three phases: programs documentation and description, a mail survey of all participants, and site visits to 13 of the initial 34 programs. Twenty-eight of these programs were characterized as development programs; the remaining six as research programs. Findings confirm the value of well-designed professional development experiences. (Contains 11 references.) (MVL)

ED 465 589 SE 066 287

Friel, Susan N.; Bright, George W.
Effective Professional Development for Teacher Leaders: Lessons Learned from K-6 Mathematics Teacher Enhancement Program.
PUB DATE- 01
NOTE- 18p.; In: Developing Teacher Leaders: Professional Development in Science and Mathematics; see ED 451 031.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Education; *Elementary School Mathematics; *Faculty Development; *Mathematics Teachers; Program Descriptions; Program Effectiveness; *Teacher Improvement

The National Science Foundation (NSF) has supported a wide variety of teacher enhancement projects in order to identify and explore strategies that are effective in bringing genuine, long-term teacher change, and, ultimately, long-term systemic change in schools. In November 1994, with funding provided from NSF (Grant Number ESI-9452859), a small, informal conference was held that focused on teacher enhancement in elementary mathematics education with the goal being to organize, summarize, and discuss what is known about factors for effective teacher enhancement. A number of common principles emerged that may be used to guide development of teacher enhancement programs in K-6 mathematics education. This article summarizes these principles, with special attention given to professional development for teacher leaders. (Contains 24 references.) (Author/MVL)

ED 465 590 SE 066 288

DiRanna, Kathy; Loucks-Horsley, Susan
Designing Programs for Teacher Leaders: The Case of the California Science Implementation Network.
PUB DATE- 01
NOTE- 25p.; In: Developing Teacher Leaders: Professional

mathematics education, new forms of collaboration to foster integrated professional development for teachers are needed. These collaborations are seen as a means to involve practitioners and theoreticians in teacher education. Due to the participation of many players, collaborative efforts in teacher education draw upon a wide field of expertise, experiences, and perspectives. This paper describes a collaboration formed between university researchers, practicing teachers, and personnel from the local educational service district. This collaboration was formed to focus on increasing preservice and inservice teachers' understanding and use of performance assessment through a field based experience in K-8 mathematics and science methods courses. (Contains 15 references.) (Author)

ED 465 612 SE 066 334

Suters, Leslie; Melear, Claudia T.; Hickok, Leslie G.
Views of Science Teachers One-Three Years after a Pre-Service Inquiry-Based Research Course.
PUB DATE- 02
NOTE- 31p.; In: Proceedings of the Annual International Conference of the Association for the Education of Teachers in Science (Charlotte, NC, January 10-13, 2002); see SE 066 324.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Higher Education; *Inquiry; Longitudinal Studies; *Methods Courses; *Preservice Teacher Education; Science Teachers

Longitudinal research is needed to investigate the effect of science teacher education programs. The impact of the program may not be evident until two or three years after the experience. This type of research can also assist in planning interventions and professional growth opportunities. Universities often do not take responsibility for tracking teacher graduates and determining the effectiveness of their training. To address the dearth of data, this study tracked graduates who received an inquiry course intervention, one to three years after completing the course. One of the goals was to track these teachers as they began teaching. If their responses to the course could be understood and if they use the inquiry methods advocated in the course in a way that promotes scientific literacy, other universities might be inclined to implement similar programs. Among other findings are that the use of inquiry and other experiences may not be detectable until after four years of teaching when the teacher has become more comfortable in the classroom. (Contains 16 references.) (Author/MVL)

ED 465 613 SE 066 335

Alonzo, Alicia C.
Evaluation of a Model for Supporting the Development of Elementary School Teachers' Science Content Knowledge.
PUB DATE- 02
NOTE- 27p.; In: Proceedings of the Annual International Conference of the Association for the Education of Teachers in Science (Charlotte, NC, January 10-13, 2002); see SE 066 324.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

Klemm, E. Barbara
Developing an Authentic Language for a Web-Searchable, Hypermedia Teacher-Education-Database.
PUB DATE- 02
NOTE- 13p.; In: Proceedings of the Annual International Conference of the Association for the Education of Teachers in Science (Charlotte, NC, January 10-13, 2002); see SE 066 324.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Databases; Higher Education; Hypermedia; *Lexicology; Multimedia Materials; *Teacher Education; Vocabulary Development; *World Wide Web

Creating a searchable multimedia teacher-education database requires a thesaurus control language for categorizing and labeling sequences in multimedia artifacts. This language must be based on a conceptual hierarchy that is authentic to teacher educators and teachers, and also capable of meeting the constraints of computer programmers. The present work aims to develop such a database. One aspect entails developing an authentic language for teacher education capable of embracing the richness of text, multimedia, and hypertext, and also for supporting archiving functions so that educators can add as well as access resources. This paper looks at a key aspect of developing that database, the language needed for categorizing, and retrieving information. Essentially, the challenge entails identifying or developing a language that is authentic to teacher education and teachers, appropriate for coding text and multimedia resources, and compatible with computer programming requirements. (Contains 25 references.) (MVL)

ED 465 636 SE 066 359

Wavering, Michael; Duggan-Haas, Don
Legislative Challenges to the Teaching of Evolution: The Science Educators' Response.
PUB DATE- 02
NOTE- 20p.; In: Proceedings of the Annual International Conference of the Association for the Education of Teachers in Science (Charlotte, NC, January 10-13, 2002); see SE 066 324.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Creationism; Elementary Secondary Education; *Evolution; Federal Legislation; *Federal Regulation; National Standards; Science Curriculum; *Science Teachers; *State Standards

The mandate to teach the theory of evolution and evolution-related concepts in biology and other appropriate science classes in public schools is relatively clear in 31 states and the District of Columbia. In the most recent state legislative sessions, some legislators made attempts to use the legislative processes to restrict the teaching of evolution or mandate teaching of non-scientific explanations of the origin of species and the universe. This paper follows the efforts of science educators who challenged these legislative actions through the use of public media. (MVL)

ED 465 637 SE 066 360

learning outcomes, art-based learning also addresses the National Content Standards for Visual Arts. These standards correlate directly with the four disciplines of art: (1) art production; (2) art history; (3) art criticism; and (4) aesthetics. These disciplines encourage students to create, investigate, appreciate, and question art in ways that require critical thinking skills. The book contains cross-curricular lessons developed and field-tested by art specialists and classroom teachers, each designed to explore artists and works of art, intended as a starting point for art exploration. It is divided into eight chapters: (1) "Summary: The National Content Standards"; (2) "Developing Art-Based, Interdisciplinary Units of Study"; (3) "Art and Language Arts"; (4) "Art and Mathematics"; (5) "Art and the Performing Arts"; (6) "Art and Science"; (7) "Art and Social Studies"; and (8) "Promoting the Art Program." (Contains a vocabulary, 51 print references, study prints, videos, and Web site references.) (BT)

ED 465 661 SO 033 771

Ryan, John Paul, Ed.
Federalism: Reconciling National Values with States' Rights and Local Control in the 21st Century.
PUB DATE- 01
NOTE- 18p.; Theme issue. Published semiannually. For volume 17 number 1, see SO 033 772. The scholars' dialogue is available at http://www.abanet.org/publiced/focus/.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Federalism; *Government Role; Higher Education; *Law Related Education; Public Policy; Scholarly Communication; Secondary Education; Social Studies; *States Powers; United States Government (Course)
IDENTIFIERS- Congress; Dialogic Communication; Local Control; Supreme Court

This publication examines ways to teach about law in the liberal arts. This issue features a dialogue among eight social science, humanities, policy, and legal scholars, in which they discuss a wide range of viewpoints on federalism. The conversation traverses historical perspectives on federal-state relations, changes in selected public policy areas within the past several decades, the roles of Congress and the Supreme Court in helping to shape federal-state relations, and prospects for new forms of cooperation in the coming decade. The dialogue is divided into seven parts: (1) "Federalism and States' Rights"; (2) "Federalism, Values, and Morality"; (3) "Federal-State Relationships: A View from Selected Policy Areas"; (4) "The Supreme Court and Federalism"; (5) "Why Do Federal-State Relations Vary Across Policy Areas?"; (6) "Local Government and Federalism"; and (7) "The Future of Federalism." Participants in the dialogue are the scholars Michael Belknap, Michael Greve, Jennie Kronenfeld, Kathryn McDermott, Robert Nagel, Paul Posner, Denise Scheberle, and Sanford Schram. (Lists 35 resources on federalism.) (BT)

ED 465 662 SO 033 772

Ryan, John Paul, Ed.
Voting Rights Issues in the New Millennium.
PUB DATE- 01
NOTE- 14p.; Theme issue. Published semiannually. For volume 16 number 1, see SO 033 771.
LANGUAGE- English

improvement has been slower than had been hoped. The World Bank is responding to this challenge and translating the approach of the "World Development Report 2000/2001" on poverty into practice. The WDR 2000-2001 has been a milestone in the work of fighting poverty with passion and professionalism for lasting results, codifying and extending the scope of the poverty reduction mission. Following an introduction, the report is divided into four chapters: (1) "Fighting Poverty: The Unfinished Struggle" (12 notes); (2) "Operationalizing the 'WDR 2000/2001' through Broader Understanding and Sharper Focus" (20 notes); (3) "Orienting Bank Operations To Support Opportunity, Empowerment, and Security" (7 notes); and (4) "Challenges Abroad." (Contains 9 annexes with additional data, 20 tables, and 13 boxes.) (BT)

ED 465 682 SO 033 883

Brown, C.; Burch, L.; Zellner, L.
The Impact of a Study of 3 School Environments and Teacher/Student Perceptions.
PUB DATE- 02
NOTE- 34p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (25th, Austin, TX, February 14-16, 2002).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College School Cooperation; *Educational Environment; Educational Research; Elementary Education; *Elementary Schools; Facility Case Studies; Higher Education; *Physical Environment; *Student Attitudes; *Teacher Attitudes
IDENTIFIERS- *Brain Based Learning; Educational Issues; Learning Environments

This paper highlights the results of a recent study collaboratively conducted by a university and three schools within two school districts. The purpose of the investigation was to prove a connection between quality teaching and learning and quality physical environment. The three person research team included: (1) a practicing professional architect/professional of educational administration interested in school design; (2) a university professor from a college of education whose main focus was teacher instruction and principal leadership; and (3) a doctoral student majoring in counseling psychology. The team examined three elementary schools for the connection that exists among the physical environments, brain-based learning (BBL) tenets, and the impact on learning. Each selected school site noted variables that influence a teacher's attitude (use of instructional strategies, job satisfaction, and retention in the profession), student attention, and student enthusiasm for learning. Two school sites were located in impoverished sections of a midsize town; the third site was an older school serving a diverse population of students from low to middle income homes. Preliminary findings show a connection between indirect and/or direct application of BBL affecting teacher and student perceptions of learning and teaching. (Contains 15 tables.) (BT)

ED 465 683 SO 033 884

Abu-Hilal, Maher M.
Frame of Reference Model of Self-Concept and Locus of Control: A Cross Gender Study in the United Arab Emirates.

emotional and social skills. Faculty and administration reported an increase in misbehavior by students in regular classrooms, special classes, lunchroom, and playground settings. Literature reviews revealed a national interest in students' declining respect for teachers and peers, indicating a lack of character education. A review of solution strategies shows the validity of character education in creating a positive learning environment. This resulted in the selection of an intervention of character building through the current curriculum. Through studying novels and songs, journaling, service projects, book buddies, and communication lab, students developed improved respect and interpersonal relationships. Post-intervention data indicate a decrease in inappropriate talking, and increases in respecting other's property, keeping hands and feet to oneself, and "being good." Fewer incidences of hurt feelings and ridicule from peers, as well as improvement in following school rules were observed. Appended are various sample forms. (Contains 16 references, 7 tables, and 6 figures.) (Author/BT)

ED 465 701 SO 033 904

Agbor-Baiyee, William
Problem-Based Learning Case Writing in Medical Science.
PUB DATE- 02
NOTE- 8p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Course Content; Curriculum Research; Graduate Students; Higher Education; *Medical Case Histories; *Medical Education; *Problem Based Learning; Skill Development; Student Reaction

It is common practice in problem-based learning for students to solve cases developed by faculty. Rare is the practice of creating learning environments in which students construct their own cases. This paper examines the design and implementation of a 15-week problem-based learning writing course for graduate students in medical science. The perceptions of the course participants also are reported (through self reports). The paper discusses some of the challenges encountered during the course. The case-writing course in medical science provided a forum for students to develop their communication, problem solving, and lifelong learning skills. (Author/BT)

ED 465 702 SO 033 905

Hermann, Mary L.; Wright, Robert J.
The Current Nature of the Integration of the Humanities within Baccalaureate Nursing Education.
PUB DATE- 02
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bachelors Degrees; Case Studies; Educational

NOTE- 33p.; Paper presented at the Annual Meeting of the National Association for Multicultural Education (11th, Las Vegas, NV, November 7-11, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Access to Education; Biculturalism; Bilingual Education; Cultural Differences; *Cultural Influences; Culturally Relevant Education; Educational History; Elementary Secondary Education; Equal Education; Foreign Countries; Higher Education; *Maori (People); Minority Group Children; Politics of Education; Racial Discrimination; Socioeconomic Status; Teaching Methods
IDENTIFIERS- Achievement Gap; New Zealand

This paper examines the education of New Zealand's Maori people, noting historical achievement and enrollment gaps between Maori and non-Maori students. This gap is due to family economics, educational resources, cultural and racial barriers at school, negative school attitudes among older Maori students, and the student achievement testing system. The paper discusses the history of Maori education, Maori traditional culture and society, Maori learning styles and teaching techniques, and the Maori cultural revival that began in the latter 20th century. It describes the proliferation of Maori education programs that began within the New Zealand public education system and through separate Maori initiatives since the mid-1970s. It concludes by examining present and future trends, noting that several reviews and policy documents dealing with every aspect of New Zealand's education system (published between 1987-89) profoundly affected the structure of New Zealand education. At the same time, the country became aware of the need to address culture, ethnicity, and race. Definitive evidence is not yet available on the outcomes of Maori education initiatives. Not all New Zealanders support Maori education programs, but despite opposition, biculturalism is advancing at a time when the survival of the Maori language and culture is in doubt. (Contains 30 references.) (SM)

ED 465 722 SP 040 756

Akins, Kathleen P.; Parkinson, Karen M.; Reeder, Patti H.
The Perceptions of Third through Fifth Grade Classroom Teachers and Special Service Teachers toward Their Involvement in Collaborative Instruction.
PUB DATE- 02
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Cooperation; Elementary Education; Elementary School Teachers; Mainstreaming; Planning; Special Education Teachers; Teacher Attitudes; *Teacher Collaboration; Teacher Role; *Team Teaching; *Teamwork

This action research study describes the perceptions of third through fifth grade classroom teachers and special services teachers who provided services to students needing special modifications in their instruction or interventions in order to succeed in regular classrooms. Participants indicated their level of agreement with 14 questions on a 4-item Likert scale survey instrument. The survey focused on their role in and beliefs about collaborative instruction and collaborative

Improving Illinois' Educator Workforce: A Report to the Illinois General Assembly Prepared by the Joint Education Committee in Response to HR 250.
PUB DATE- 01
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Educational Quality; Elementary Secondary Education; *Faculty Development; Higher Education; Preservice Teacher Education; *Teacher Competencies; *Teacher Persistence; *Teacher Recruitment; Teaching Skills
IDENTIFIERS- *Illinois

This report presents a strategic plan for recruiting, preparing, retaining, and supporting a high-quality education workforce in Illinois. During 2001, six statewide public meetings entitled "Investing in Teaching" gathered public comment and recommendations from parents, teachers, administrators, higher education faculty, legislators, and business and community representatives. Recommendations from these forums informed the contents of this report. The report provides background information and data delineating problems Illinois is facing regarding its supply and quality of educators. It recommends legislative and policy actions regarding: educator recruitment (e.g., new incentives, especially for positions in hard-to-staff schools, a state educator pool, and improved working conditions); educator preparation (e.g., closing certification loopholes, expanding access to flexible regular and alternative preparation routes, and offering dual career tracks for educator advancement); teacher retention (e.g., induction and mentoring programs, support networks, and retirees returning to the workforce without financial penalties); and continuing professional development (e.g., online and other flexible options, reduced paperwork, and strengthened approval requirements for providers). (SM)

ED 465 742 SP 040 894

Wetig, Saundra L.
"Step up" or "Step out?": Perspectives on Teacher Leadership.
PUB DATE- 02
NOTE- 15p.; Paper presented at the Annual Meeting of the Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *College School Cooperation; Elementary Secondary Education; Faculty Development; Higher Education; *Leadership Qualities; *Partnerships in Education; Preservice Teacher Education; *Professional Development Schools; Teacher Attitudes; Teacher Characteristics; *Teacher Role
IDENTIFIERS- *Teacher Leaders; *Teacher Leadership

This research study centered on 10 teachers who served in the leadership role of clinical instructor in a Professional Development School (PDS) partnership, Project Partnership. The purpose of the study was to identify, using a case study approach, how teachers serving in the role of clinical instructor in Project Partnership defined leadership, described the personal/professional characteristics needed to serve in this role, and identified the supports and professional

Documenting In-Classroom Support and Coaching Activities of a Professional Development Program Directed toward School-Wide Change: An Integral Part of an Organization's Evaluation Efforts.
PUB DATE- 02
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002). Graphs and charts in color may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Change; Elementary Education; *Elementary School Teachers; Evaluation Methods; *Faculty Development; Program Evaluation; Public Support; Standards; *Teaching Methods
IDENTIFIERS- *Chicago Public Schools IL

This study examined the classroom practices of 265 elementary school teachers from the Chicago, Illinois, public school system who were participating in an intensive professional development program. The program included classroom coaching and mentoring activities in support of instructional sessions conducted over time. Based on more than 1,700 standardized implementation logs, a descriptive assessment looked at changes in the level of intervention by professional development staff throughout the classroom support phase of the program. Evidence related to program outcomes that address the use of standards-based curricula in mathematics and science and the use of best practices in the classroom by participating teachers were examined as well. Also examined was the degree to which varied instructional strategies were used in the classroom in support of diverse learning styles of the children who ultimately should benefit from this program. Limitations of this methodology are discussed as well as the overall results that suggest the feasibility and utility of this methodology in recording hard-to-capture data. (Contains 18 references.) (Author/SLD)

ED 465 762 TM 033 901

Schulz, Wolfram
Explaining Differences in Civic Knowledge: Multi-Level Regression Analysis of Student Data from 27 Countries.
PUB DATE- 02
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Citizenship Education; *Civics; Cross Cultural Studies; Educational Environment; Foreign Countries; *International Studies; Item Response Theory; *Knowledge Level; Secondary Education; *Secondary School Students; Sex Differences
IDENTIFIERS- *Variance (Statistical)

Differences in student knowledge about democracy, institutions, and citizenship and students skills in interpreting political communication were studied through multilevel regression analysis of results from the second International Education Association (IEA) Study. This study provides data on 14-year-old students from 28 countries in Europe, North America, South America, Asia, and the Pacific. Item response theory estimates for Civic Knowledge were used as independent variables in the array of evaluation tools developed for this self-study included a self-study rubric, focus group interviews with 4 to 10 support providers in each group, a review of the annual BTSA program evaluation survey, which in 2000 contained the responses of 764 beginning teachers, 499 support providers, 71 site administrators, and 12 RIMS/BTSA staff. A meta-analysis of survey results from 1999 through 2000 added evaluation data, as did the RIMS/BTSA information management system and a survey of 1,143 new teachers that focused on teacher retention. In general, beginning teachers felt they received less support than administrators perceived was given. Evaluation findings identified four broad challenges to the RIMS/BTSA program: (1) planning for service delivery for first and second year teachers; (2) increasing involvement of beginning teachers and support providers in formative assessment; (3) ensuring the contributions of recurring assessment; and (4) supporting effective matches of support providers and beginning teachers. Many RIMS/BTSA successes are also identified. (Contains 2 figures, 3 tables, and 22 references.) (SLD)

ED 465 781 TM 034 166

Bastick, Tony
Assessing the Quality of Teaching in Tertiary Institutions.
PUB DATE- 02
NOTE- 17p.; Paper presented at the International Conference on Problems and Prospects of Education in Developing Countries (Cave Hill, Barbados, March 25-28, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *College Faculty; College Students; Correlation; *Feedback; Foreign Countries; *Higher Education; *Student Evaluation of Teacher Performance
IDENTIFIERS- *Curriculum Alignment; University of the West Indies (Jamaica)

This paper demonstrates an alternative method of using students' evaluations of teaching (SETs) that circumvents many of the problems associated with traditional SETs. It shows how course feedback, consisting of eight ratings, can be used to optimize post-course academic attainment. The method is illustrated with data from course feedback at the University of the West Indies. The new method allows feedback to be used to optimize teacher quality during the course for the whole class, for individuals, or for identified subgroups of students within the whole group. The method operationally defines three educational process objectives: Skills, Understandings, and Attitudes. Feedback forms used during the course give data on the lecturers' and students' expectations for change in the emphasis of these objectives. These data allow for calculations of the alignment between lecturers and students expectations for change. The Alignment theory presented is that students' academic success and enjoyment of teaching are maximized when students and their lecturer are working towards the same changes. The theory is revalidated with each course by correlations of alignments with results, which show that in-course alignment predicts post-course academic success. The paper also describes how the data are used during the course to determine the changes that will best align in-course student/lecturer expectations and maximize the post-course academic attainment for the whole group or different student subgroups. (Contains 5 figures, 9 tables, and 23 references.) (SLD)

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Error of Measurement; Monte Carlo Methods; Reliability; *Research Methodology; Scores; Simulation; *Validity

The purpose of this study was to examine the potential impact of selected methodological factors on the validity of conclusions from reliability generalization (RG) studies. The study focused on four factors; (1) missing data in the primary studies; (2) transformation of sample reliability estimates; (3) use of sample weights for estimating mean score reliability and building confidence bands; and (4) differences between analyses of score reliability estimates and estimates of standard error of measurement. The research was a Monte Carlo study in which random samples were simulated under known and controlled population conditions. In the Monte Carlo study, RG studies were simulated by generating samples in primary studies, estimating the reliability of scores in these samples, and then aggregating the sample reliability estimates in the RG studies. In general, the results suggest that the use of Fishers z transformation of the reliability estimates provided a modest increase in the accuracy of the estimation of the population mean reliability. Although the statistical bias in point estimates of the mean reliability were very small across most conditions, the confidence bands obtained using the Fisher transformation were more accurate than the confidence bands obtained using the untransformed r. To refer to a metaphor developed by B. Thompson and Y. Vacha-Haase (2000), the RG chef needs to make sure that the ingredients are measured and prepared correctly to ensure that the RG sausage does not leave the reader with an unpleasant aftertaste. (Contains 6 figures, 23 tables, and 27 references.) (SLD)

ED 465 801 TM 034 188

Education in South Dakota: District & Statewide Profiles, 2000-2001.
PUB DATE- 02
NOTE- 834p.
LANGUAGE- English
EDRS Price- MF05 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Finance; Elementary Secondary Education; Expenditures; Income; Longitudinal Studies; *Profiles; Resource Allocation; *School Districts; School Personnel; Tables (Data); *Teacher Characteristics
IDENTIFIERS- *South Dakota

This volume presents in a single volume information about South Dakota education previously presented in the Statistical Digest and the Academic Progress Report. The information is presented in the form of district profiles and statewide summaries, giving users a complete snapshot of each public school district in South Dakota. The easy-to-use summaries offer statewide averages and rank-ordered tables. The first section contains tables of statewide longitudinal data that include a statewide profile, tables of revenues and expenditures from general and specific funds, statements of fund equity and fixed assets, and staff information for administrators, teachers, and other school personnel. The second section contains data for South Dakotas 176 school districts, with profiles, longitudinal data for each district, and expenditure data and rankings. The final section contains a glossary for the report. (SLD) in science talked at home about what they had learned. According to the survey, 28% of fourth graders and 42% of sixth graders spent an hour or more on their homework, with 62% for fourth graders and 46% of sixth graders spending about half an hour on homework. Only 27% of students in grade 4 and 25% in grade 6 actually used scientific equipment in their classes almost every day. Most students believed that the concepts and knowledge they learned in science classes helped them understand the world better. Forty-two percent of fourth graders and 46% of sixth graders reported that their teachers asked them to apply the concepts and knowledge they learned in social studies to real life problems. Information is also given about student television watching and homework habits and instructional time. (Contains two tables.) (SLD)

ED 465 823 UD 034 876

Bell, Denise A.; Gratz, Donald B.; Helms, Barbara J.; Slotnik, William J.; Smith, Maribeth
Pathway to Results: Pay for Performance in Denver.
SPONS. AGENCY- Denver Public Schools, CO.
PUB DATE- 01
NOTE- 154p.; Also supported by Denver Classroom Teachers Association, and the Rose Community, Donnell-Kay, Sturm Family, and Piton Foundations.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Administrator Attitudes; Educational Research; Elementary Secondary Education; Mathematics Skills; *Merit Pay; Parent Attitudes; Program Evaluation; Reading Skills; Standardized Tests; Teacher Attitudes; *Teacher Salaries
IDENTIFIERS- Colorado Student Assessment Program; Denver Public Schools CO; Iowa Tests of Basic Skills

In 1999, Colorado's Denver Public schools initiated the Pay for Performance pilot, which links teacher compensation to student achievement. Researchers examined its impact on achievement by comparing three measures of student achievement across pilot and control schools; teacher objectives; school, teacher, and student factors which impact teaching and learning; and broader institutional factors. This report covers the pilot's baseline year (1999-00) and the subsequent full implementation year, analyzing results as seen in student achievement and as perceived by teachers, parents, and administrators. Data came from individual and group interviews, comprehensive surveys of pilot and control schools, results of student achievement, and an extensive range of internal and external documents. Control elementary schools did slightly better than intervention schools on the Iowa Test of Basic Skills (ITBS), but the opposite was true for the Colorado Student Assessment Program. Intervention middle schools outperformed control middle schools on the ITBS. Teachers considered objectives an essential connector between student achievement and teacher compensation. Quality of teacher objectives positively correlated with student gain. Most teachers believed they were not doing anything differently. Parents believed the pilot increased focus on achievement. Administrators believed that student achievement increased. While considerable progress was made, difficulties of measurement and assessment remained. Recommendations related to objectives, district data capacity, assessment, professional development, the new salary structure, the approaches, and organizational and financial forecasts are presented. (SM) success. The research highlights the role of individual characteristics, the family, and peers in the transition to adulthood and suggests that minority men are the group most likely to be off track in early adulthood and that public school attendance is the strongest predictor of their performance. (Contains 47 references, 4 tables, and 4 figures.) (SM)

ED 465 844   UD 035 110

Eccles, Jacquelynne, Ed.; Gootman, Jennifer Appleton, Ed.
Community Programs To Promote Youth Development.
SPONS. AGENCY- Ford Foundation, New York, NY.; David and Lucile Packard Foundation, Los Altos, CA.; Grant (W.T.) Foundation, New York, NY.; Carnegie Corp. of New York, NY.; Department of Justice, Washington, DC. Office of Juvenile Justice and Delinquency Prevention.; Department of Housing and Urban Development, Washington, DC.; Office of the Assistant Secretary for Planning and Evaluation (DHHS), Washington, DC.
PUB DATE- 02
NOTE- 427p.; A report by the Committee on Community-Level Programs for Youth.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010), Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Adolescent Development; *Community Programs; Financial Support; Program Effectiveness; Program Evaluation; Well Being; *Youth Programs

This report is the product of a 2-year project during which the Committee on Community-Level Programs for Youth, a 15-member panel, evaluated and integrated the current science on adolescent health and development with research and findings regarding program design, implementation, and evaluation of community programs for youth. It highlights essential elements of adolescent well-being and healthy development, offering recommendations for policy, practice, and research. It also discusses features of programs that can contribute to successful transition from adolescence to adulthood. Ten chapters include the following: (1) "Setting the Stage" (e.g., committee charge and U.S. youth); (2) "Adolescent Development"; (3) "Personal and Social Assets that Promote Well-Being" (e.g., how to measure wellbeing and theoretical perspectives); (4) "Features of Positive Developmental Settings"; (5) "The Landscape of Community Programs for Youth" (e.g., insights from nonexperimental schools and features of community programs); (6) "Lessons from Experimental Evaluations" (e.g., reviews and meta-analyses of evaluations and three model program evaluations); (7) "Generating New Information" (evaluating community youth programs and questions asked in comprehensive evaluations); (8) "Data and Technical Assistance Resources" (e.g., uses of social indicator data and data sources); (9) "Funding and Support for Programs"; and (10) "Conclusions and Recommendations." Four appendixes include fundamental principles of human development, theoretical frameworks for conceptualizing positive developmental processes, biographical sketches, and related reports from the National Archives. (Contains approximately 780 references.) (SM)

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(022) Collected Works - Serials

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CG - Counseling and Student Services

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EA - Educational Management

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EC - Disabilities and Gifted Education

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HE - Higher Education

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IR - Information and Technology

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JC - Community Colleges

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PS - Elementary and Early Childhood Education

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PS030311	ED465427
PS030332	ED465428
PS030388	ED465429
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PS030390	ED465431
PS030391	ED465432
PS030392	ED465433
PS030393	ED465434
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PS030395	ED465436
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PS030410	ED465438
PS030411	ED465439
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PS030413	ED465441
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PS030416	ED465444
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PS030418	ED465446
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PS030423	ED465448
PS030427	ED465449
PS030431	ED465450
PS030432	ED465451
PS030434	ED465452
PS030435	ED465453
PS030436	ED465454
PS030437	ED465455
PS030438	ED465456
PS030439	ED465457
PS030440	ED465458
PS030441	ED465459//
PS030442	ED465460//
PS030455	ED465461
PS030456	ED465462
PS030457	ED465463
PS030458	ED465464
PS030459	ED465465
PS030460	ED465466
PS030465	ED465467
PS030466	ED465468//
PS030467	ED465469//
PS030469	ED465470
PS030471	ED465471
PS030473	ED465472

RC - Rural Education and Small Schools

RC022432	ED465473
RC022452	ED465474
RC023501	ED465475
RC023521	ED465476
RC023526	ED465477
RC023527	ED465478
RC023532	ED465479
RC023533	ED465480

RC023534	ED465481
RC023535	ED465482
RC023536	ED465483
RC023545	ED465484//
RC023550	ED465485
RC023551	ED465486
RC023552	ED465487
RC023553	ED465488
RC023583	ED465489
RC023584	ED465490
RC023585	ED465491
RC023586	ED465492
RC023587	ED465493

SE - Science, Mathematics, and Environmental Education

SE064518	ED465494//
SE065141	ED465495
SE065606	ED465496
SE065607	ED465497
SE065608	ED465498
SE065612	ED465499
SE065650	ED465500
SE065651	ED465501
SE065703	ED465502
SE065722	ED465503
SE065728	ED465504
SE065864	ED465505
SE065935	ED465506
SE065937	ED465507
SE065938	ED465508
SE065948	ED465509
SE065950	ED465510
SE066007	ED465511
SE066044	ED465512//
SE066089	ED465513
SE066094	ED465514
SE066095	ED465515
SE066098	ED465516
SE066109	ED465517
SE066111	ED465518
SE066116	ED465519
SE066118	ED465520
SE066124	ED465521
SE066128	ED465522
SE066129	ED465523
SE066131	ED465524
SE066132	ED465525
SE066135	ED465526
SE066136	ED465527
SE066137	ED465528
SE066138	ED465529
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SE066140	ED465531
SE066141	ED465532
SE066142	ED465533
SE066143	ED465534
SE066147	ED465535
SE066161	ED465536
SE066164	ED465537
SE066165	ED465538
SE066166	ED465539
SE066173	ED465540//

SE066175	ED465542//
SE066198	ED465543
SE066199	ED465544
SE066200	ED465545
SE066202	ED465546//
SE066203	ED465547//
SE066204	ED465548//
SE066206	ED465549//
SE066207	ED465550
SE066209	ED465551
SE066210	ED465552
SE066212	ED465553//
SE066213	ED465554//
SE066217	ED465555//
SE066218	ED465556//
SE066219	ED465557//
SE066251	ED465558//
SE066252	ED465559//
SE066253	ED465560//
SE066254	ED465561//
SE066255	ED465562//
SE066256	ED465563//
SE066257	ED465564//
SE066258	ED465565//
SE066259	ED465566//
SE066260	ED465567//
SE066261	ED465568//
SE066262	ED465569//
SE066263	ED465570//
SE066264	ED465571//
SE066265	ED465572//
SE066266	ED465573//
SE066267	ED465574//
SE066268	ED465575//
SE066269	ED465576//
SE066270	ED465577//
SE066271	ED465578//
SE066272	ED465579//
SE066273	ED465580//
SE066274	ED465581//
SE066275	ED465582//
SE066276	ED465583//
SE066277	ED465584//
SE066278	ED465585//
SE066284	ED465586
SE066285	ED465587
SE066286	ED465588
SE066287	ED465589
SE066288	ED465590
SE066289	ED465591
SE066290	ED465592
SE066291	ED465593
SE066292	ED465594
SE066293	ED465595
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SE066295	ED465597
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SE066297	ED465599
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SE066299	ED465601//
SE066324	ED465602
SE066325	ED465603
SE066326	ED465604
SE066327	ED465605

SE066328	ED465606
SE066329	ED465607
SE066330	ED465608
SE066331	ED465609
SE066332	ED465610
SE066333	ED465611
SE066334	ED465612
SE066335	ED465613
SE066336	ED465614
SE066337	ED465615
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SE066340	ED465618
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SE066345	ED465623
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SE066352	ED465630
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SE066361	ED465638
SE066362	ED465639
SE066363	ED465640
SE066364	ED465641
SE066365	ED465642
SE066366	ED465643
SE066367	ED465644
SE066448	ED465645//
SE066449	ED465646//
SE066450	ED465647//
SE066451	ED465648//
SE066452	ED465649//
SE066453	ED465650//
SE066454	ED465651//
SE066455	ED465652//
SE066456	ED465653//

SO - Social Studies/Social Science Education

SO031467	ED465654
SO033033	ED465655
SO033466	ED465656
SO033623	ED465657
SO033638	ED465658
SO033639	ED465659
SO033684	ED465660//
SO033771	ED465661
SO033772	ED465662
SO033791	ED465663//
SO033792	ED465664
SO033793	ED465665
SO033804	ED465666

SO033826	ED465667
SO033827	ED465668
SO033855	ED465669//
SO033860	ED465670
SO033864	ED465671
SO033865	ED465672
SO033866	ED465673
SO033867	ED465674
SO033869	ED465675
SO033872	ED465676
SO033873	ED465677
SO033876	ED465678//
SO033880	ED465679
SO033881	ED465680
SO033882	ED465681
SO033883	ED465682
SO033884	ED465683
SO033885	ED465684
SO033886	ED465685
SO033887	ED465686
SO033888	ED465687
SO033889	ED465688
SO033890	ED465689//
SO033891	ED465690
SO033892	ED465691
SO033893	ED465692
SO033894	ED465693
SO033897	ED465694
SO033898	ED465695
SO033899	ED465696
SO033900	ED465697
SO033901	ED465698
SO033902	ED465699
SO033903	ED465700
SO033904	ED465701
SO033905	ED465702
SO033906	ED465703
SO033907	ED465704
SO033908	ED465705
SO033909	ED465706
SO033910	ED465707
SO033911	ED465708

SP - Teaching and Teaching Education

SP040604	ED465709
SP040730	ED465710
SP040731	ED465711
SP040732	ED465712
SP040734	ED465713
SP040735	ED465714
SP040738	ED465715
SP040739	ED465716
SP040747	ED465717//
SP040750	ED465718//
SP040751	ED465719//
SP040754	ED465720
SP040755	ED465721
SP040756	ED465722
SP040869	ED465723
SP040870	ED465724
SP040871	ED465725
SP040872	ED465726
SP040873	ED465727

SP040874	ED465728
SP040876	ED465729
SP040878	ED465730
SP040880	ED465731
SP040883	ED465732
SP040885	ED465733
SP040886	ED465734
SP040887	ED465735
SP040888	ED465736
SP040889	ED465737
SP040890	ED465738
SP040891	ED465739
SP040892	ED465740
SP040893	ED465741
SP040894	ED465742
SP040895	ED465743
SP040896	ED465744
SP040897	ED465745
SP040898	ED465746
SP040899	ED465747
SP040900	ED465748
SP040901	ED465749
SP040902	ED465750
SP040903	ED465751
SP040904	ED465752
SP040905	ED465753
SP040906	ED465754
SP040908	ED465755
SP040909	ED465756

TM - Assessment and Evaluation

TM033896	ED465757
TM033897	ED465758
TM033898	ED465759
TM033899	ED465760
TM033900	ED465761
TM033901	ED465762
TM033902	ED465763
TM033903	ED465764
TM033904	ED465765
TM033905	ED465766
TM033906	ED465767
TM033907	ED465768
TM033908	ED465769
TM034153	ED465770
TM034154	ED465771
TM034155	ED465772
TM034158	ED465773
TM034159	ED465774
TM034160	ED465775
TM034161	ED465776
TM034162	ED465777
TM034163	ED465778
TM034164	ED465779
TM034165	ED465780
TM034166	ED465781

TM - Assessment and Evaluation (continue)

TM034167	ED465782
TM034168	ED465783
TM034169	ED465784
TM034170	ED465785
TM034171	ED465786